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ABSTRACT

This report documents the proceedings of a workshop designed to provide training experience for the participants in the development, distribution, and utilization of neo-literate materials relevant to the needs of rural peoples in the countries of Asia and the Pacific region. A summary of the activities and presentations made at the workshop is followed by descriptions of the activities of three working groups which carried out field surveys and prepared and field tested a booklet, a poster and game, and audiovisual materials. The next section provides the full text of a Unesco report; country reports on literacy activities in China, India, Indonesia, Malaysia, Nepal, Pakistan, Papua New Guinea, the Philippines, Thailand, and Vietnam; the keynote address, "Post-Literacy and Continuing Education" (Chitra Naik); and two papers, "Material Management in Post Literacy and Continuing Education Program in India" (Anil Sinha) and "Format and Design of Neo-Literate Materials" (Shinji Tajima). Plans for national follow-up activities prepared by national teams of participants are then presented. The report concludes with 14 recommendations for action by Unesco, the ACCU (Asian Cultural Centre for Unesco), and member countries. An annex includes the workshop agenda, a participant list, and other particulars of the workshop; five speeches presented by various officials are appended. The text is supplemented by various charts, tables, and illustrations. (EW)

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Field Survey, Preparation and Field-Testing of Neo-Literate Materials

Report of the
Fifth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific

Pune, Maharashtra, India
9-18 November 1987

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collaboration with
State Resource Centre for Non-formal Education,
Indian Institute of Education

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This report was produced by the Fifth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific jointly organized by the Asian Cultural Centre for Unesco (ACCU), Tokyo, and the Directorate of Adult Education, Ministry of Human Resource Development, Government of India, in collaboration with the State Resource Centre for Non-formal Education, Indian Institute of Education, Pune, India, the Unesco Principal Regional Office for Asia and the Pacific (PROAP), Indian National Commission for Co-operation with Unesco and Japanese National Commission for Unesco, in Pune, Maharashtra, India from 9 to 18 November 1987.

This report consists of Proceedings, three Chapters –I. Field Survey, Preparation and Field-testing of Materials by the Groups, II. Planning of National Follow-up Activities and III. Paper Presentation – and Annex and Appendix.

The Chapter I should prove to be particularly useful in developing different types of materials for neo-literates – 1. booklet, 2. poster and game, 3. audio-visual materials.

Special thanks to the active involvement of the participants, sincere and excellent guidance of the able resource persons and advisors from Unesco PROAP, and heartfelt hospitality and devoted working of the secretariat staff from the Directorate of Adult Education and the State Resource Centre, Pune, the Workshop brought a great success.

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PROCEEDINGS

1. Introduction
2. Objectives of the Workshop
3. Opening of the Workshop
4. Officers of the Workshop
5. Paper Presentation and Discussion
6. Process of the Group Work
7. Preparation of National Follow-up Activities
8. Closing of the Workshop
9. Recommendations

1. Introduction

The Fifth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific was jointly organized by the Asian Cultural Centre for Unesco (ACCU) and the Directorate of Adult Education, Ministry of Human Resource Development of India, State Resourse Centre for Non-Formal Education, Indian Institute of Education in collaboration with the Unesco Principal Regional Office for Asia and the Pacific (PROAP) as well as the Indian National Commission for Cooperation with Unesco and the Japanese National Commission for Unesco.

The workshop was held in Pune, India, from 9 to 18 November 1987 and was attended by 18 participants from 10 countries in the Region. (List of participants and observers is given in Annex. 3).

2. Objectives of the Workshop

The objectives of the workshop were to provide training experience to the participants concerning the neo-literate materials relevant to the needs of the rural people in the countries in Asia and the Pacific in:

- the development and production of neo-literate materials, including design and illustration,
- the study of needs and problems in rural areas,
- the distribution and utilization of neo-literate materials.

3. Opening of the Workshop

The workshop was inaugurated by Dr. V.G. Bhide, Vice-Chancellor, Poona University, Pune. In his speech, Dr. Bhide urged the participants to consider the cultural, economic and social needs of rural people in preparing materials for them.

At the start of the ceremony, Dr. Chitra Naik, Hon. Director, State Resource Centre for Non-formal Education, Maharashtra, Pune, welcomed the participants, observers and guests.

Mr. Anil K. Sinha, Director, Directorate of Adult Education, Ministry of Human Resource Development, Government of India, New Delhi, likewise welcomed the participants, observers and guests. He said that it was very kind of ACCU to have agreed to hold the workshop in India. Since India is now taking up a massive programme of post-literacy and continuing education, it has been looking forward to the holding of this workshop. He thanked ACCU for making this possible.

On behalf of Unesco, Mr. T.M. Sakya, Unesco Representative and Executive Secretary of Asia-Pacific Programme of Education for All (APPEAL) Task Force welcomed the participants, observers and guests. He expressed happiness the workshop was held in India in an appropriate time. He mentioned that India has developed many types of literacy and post-literacy materials and that the Indian Institute of Education in Pune won the Unesco Nassim Habib Award in 1985 for its remarkable materials.

Mr. Taichi Sasaoka, Executive Director, ACCU, Tokyo, Japan, greeted the participants, observers and guests on behalf of ACCU. He thanked the Indian co-host organizers and Unesco, Bangkok, for their cooperation and support in making the workshop possible.

The inaugural programme ended with a vote of thanks given by Mr. V.K. Dhamankar, Deputy Director, State Resource Centre for Non-formal Education, Maharashtra, Pune.

Opening of the Workshop

4. Officers of the Workshop

The participants of the workshop unanimously elected the following officers of the workshop:

Chairman	:	Mr. Anil K. Sinha (India)
Vice-Chairmen	:	Mr. Tang Runqian (China)
		Mr. Maman Suherman (Indonesia)
Rapporteur	:	Dr. Estela Ll. Garcia (Philippines)

Resource Persons of the workshop were: Dr. Chitra Naik (India); Mr. Anil K. Sinha (India); Mr. G.V. Bhakta Priya (India); Mr. Maman Suherman (Indonesia); and Dr. Estela Ll. Garcia (Philippines).

Mr. Taichi Sasaoka (ACCU) was Secretary-General of the workshop and Mr. T.M. Sakya (Unesco PROAP) was Advisor to the workshop.

Dr. Chitra Naik (SRC) was Director and Mr. Dhamankar (SRC) was Deputry Director of the workshop.

5. Paper Presentation and Discussion

Theoretical inputs to the workshop proper were the following papers which were presented and discussed. The papers are found in Chapter III.

a. Importance of Literacy Materials in the Context of APPEAL – UNESCO Report

Presenting the report Mr. Sakya underscored the importance of mass education for the development of the people in Asia-Pacific Region. He explained that the "Asia-Pacific Programme of Education for All" (APPEAL) was launched by the Director-General of Unesco following up the recommendation of MINEDAP V and the twenty-third session of Unesco General Conference in 1985. The aims of APPEAL are: a) eradication of illiteracy; b) universalization of primary education and c) provision of continuing education by the year 2000. He said that although the Region has achieved tremendous progress in education in the last few decades, our efforts in the fields of primary education, literacy, and continuing education do not match our needs. In order to achieve the objectives of APPEAL, there is a great need of good learning materials for neo-literates. He hoped that the workshop will significantly contribute toward meeting those needs.

b. ACCU Report

Presenting the report Mr. Sasaoka stressed ACCU's main programmes in the field of materials development for neo-literates and training of experts in the development of these materials. He gave data on materials so far produced under AJP and national versions classified by country and format. He also mentioned four regional workshops organized in the first four years and three national workshops to which international team of experts has been sent.

c. Literacy Activities in India

Mr. Anil K. Sinha mentioned the long tradition of educational activities in India which are interwoven with religious practices and orally handed down from generation to generation. According to him adult education has to be embedded in the culture of the people. While he recognized the problems of education and the grim situation of literacy, the 1986 New Education Policy for the country, more specifically, the National Literacy Mission, would hopefully, give the needed impetus to literacy activities in India.

d. Country Reports

In the afternoon of 9 November 1987, the participants each presented their country report. These are included in full in Chapter III.

The countries reports have mentioned about their activities in development, adaptation and production of literacy materials. Regarding the national version of AJP materials, the countries have undertaken following actions such as.

a) adaptation and translation of selected AJP materials to suit local situations.

b) production, printing and distribution of these materials.

One country reported directly using some ACCU materials.

Some countries reported about their future plans to adapt, translate and print more AJP materials.

Some countries reported on the development of literacy materials contributing to APPEAL activities in the country.

e. Keynote Address "Post-Literacy and Continuing Education"

Dr. Chitra Naik was eloquent when she said that the written word is the "open sesame" to the world of information – that literacy is not the word, it is the world. She said that we have been concerned about the removal of illiteracy for the past 30 years. Obviously, it is still there. She said literacy materials must have local context, and disparities between cultures must be also considered if such materials are to be relevant. She described the kind of education being dished out to people regardless of what they want and need. She said, however, that ideas on education have been undergoing change. Unesco, in 1975, once again acknowledged education as a human right. The issue is how we can help people realize their own capabilities so that they can rise above their present situation. The idea of participative education would address this problem, according to her.

Regarding the preparation of literacy materials, the level of literacy that people reach must be considered. She asked to consider also questions like: how many people are going to use the materials produced? What types of materials are required? What kinds of paper supply, printing, colours, processes and so on.

f. Pedagogical Aspects of Neo-Literate Materials in Rural Areas

In her remarks on pedagogical aspects, Dr. Chitra Naik said that the differences in the structures of various language-families must be taken into account while determining the teaching-learning methods. Besides, acquisition of literacy was as much an emotional process

as cognitive. Words and sentences that touch the learner's feelings stimulate the acquisition of literacy. Dr. Naik also stressed that the oral tradition of the learners should be recognized as an aid to learning and, along with literacy materials and follow-up reading materials, 'reading-out' materials need to be provided as 'co-literacy' materials. Also, the use of audio-visual materials should be combined with printed material at the literacy as well as the post-literacy stage. This is particularly important in the rural areas where folk-media have been the traditional channels of learning.

Mr. G.V. Bhakta Priya talked about the pedagogical principles that should be kept in view while developing these materials for neo-literates in rural areas. He said that 'neo-literate' is a very broad category and could be classified into various sub-categories according to reading ability. Readability of the materials is closely linked with the reading ability of the reader. This inter-relationship has to be clearly understood before embarking on writing for neo-literates. He also mentioned the need for the grading of materials at each stage so that the neo-literate can gradually climb up the ladder of literacy and education. He discussed the grading criteria and the participatory method of preparing materials.

g. Format and Design of Neo-Literate Materials

Mr. Shinji Tajima said that the format of materials for neo-literates should suit the content of the particular material to be produced. The material developers should think about the issues like, will the content be appropriately, clearly and vividly conveyed if it is a booklet? a poster? a game? or an audio-visual medium? Mr. Tajima showed some sample materials brought by the participants to stress his point.

Mr. Tajima further stated that materials for neo-literates should be visually attractive, easily understood and enjoyable, hence special attention should be paid to designing and layout. He said to consider five basic principles, namely; contrast, balance proportion, rhythm and unity in distributing elements on the page surface. Regarding layout, its purpose is to organize and present materials in order to facilitate learning.

h. Method of Field-Testing of Materials for Neo-Literates

Mr. Maman Suherman discussed the procedure of developing materials for neo-literates which starts with the identification of community needs and problems through a community survey. This is followed by prioritizing these identified needs and problems to determine the content of the materials to be drafted. The content will determine the type of material to be developed. The draft material will then be subjected to field-testing and revised based on the results of the field test. Only then can they be mass produced.

Focusing on field-testing, Mr. Maman Suherman said that field-testing will reveal which parts of the materials need revision. He gave six criteria of a good material for neo-literates and said that in the preparation of questions for field-testing, they should be based on these criteria. He said that target groups for field-testing should be the same ones where identification of community problems and needs have been. He gave some sample questionnaires for field-testing materials for neo-literates.

Mr. Tajima explained the NP method of analyzing field data to give chances for everybody to express their ideas. Each person writes down 10 problems/solutions on separate strips of paper. These are put together and classified according to similarities. The greatest number of strips means more in the group think along the same lines. This could be considered a consensus or a majority opinion and help determine priorities.

i. Methods of Adaptation and Translation of AJP Prototype Materials

Dr. Estela Ll. Garcia shared with the group the Philippine experience in adapting and translating AJP materials. A follow-up activity of the attendance of two Philippine participants to the Fourth Regional Workshop held in Jayagiri, Bandung, Indonesia on 20-29 October 1986, was organized by the Bureau of Non-formal Education of the Department of Education, Culture & Sports of the Philippines in collaboration with the ACCU. It was conducted in three phases: Phase I – adaptation and translation into 5 main Philippine languages, 27-30 April 1987; Phase II – field-testing in selected rural communities, 15-28 May 1987 and Phase III – revision and finalization based on try-out result, 1-5 June 1987. Dr. Garcia explained the activities undertaken during each phase. Mr. Tajima attended Phase III as Resource Person. Dr. Garcia then showed

Lecture by resource person

the participants the English version of the materials that had been adapted. She pointed out changes made in the prototype material to suit local clientele and situation. There were 3 posters, 1 flip-chart, 3 booklets, 1 comics, and 1 audio-vision. The full text of her paper is found in Chapter III.

Lecture by resource person

6. Process of Group Work

(a) Observation visit to Rahatavade

Before the group work the participants made an afternoon visit to the village of Rahatavade on 10 November 1987 to get a feel of the village situation. It is 33 kilometers from Pune, off Pune-Bangalore Road, to the south of Pune. The participants were warmly welcomed by the villagers. Participants and villagers sat under the shade of two large trees planted by the villagers to commemorate India's Independence. Introductions were made and questions asked regarding the village. There were more females than males in the village because some males leave to work in the city (Pune). There were around 250 families. A family includes grand-parents, parents and children. Their chief occupation was agriculture. The group went to see the village source of water which was an open well. It was also their source of drinking water. They do not boil their drinking water because according to the women, they have no time. They have much work to do and also, fuel is scarce. The group visited the school and saw the children in their classes.

(b) Group formation.

Three working groups were formed. Each group was assigned to develop one type of materials for the neo-literate plus one other. The groups assignments are as follows:

Group A : Booklet
Group B : Poster and game
Group C : Audio-visual

The Chairmen and rapporteurs of the groups were:

Group A : Chairman – Mr. L. Halemane, India
Rapporteur – Dr. D.S. Mishra, India
Group B : Chairman – Mr. Ramswaroop Sinha, Nepal
Rapporteur – Ms. Wisanee Siltragool, Thailand
Group C : Chairman – Mr. Maman Suherman, Indonesia
Rapporteur – Mr. G.V. Bhakta Priya, India

The names of the group members are found in the reports of the three groups.

(c) Community survey:

The following villages, all in Tahsil-Haveli, District Pune, were selected for community study for each group:

Group A : Rahatavade
Group B : Arvi
Group C : Kandhanpur

(d) Preparation of prototype materials:

The activities undertaken by the three groups in the preparation of the prototype materials were:

1. Preparation of field survey instruments
2. Identification of the needs and problems of the village through interviews of villagers
3. Analysis of data gathered in the survey using the NP method
4. Prioritizing needs and problems identified
5. Selecting themes/contents based on priority needs/problems
6. Writing draft of material using type assigned to the group
7. Field-testing the draft materials in the village where survey was conducted
8. Revision of materials based on results of field test.

These activities as undertaken by each group, are described in the group reports found in Chapter I.

(e) Prototype materials prepared by the groups:

The following materials were prepared:

Group A : More Income By Tree Planting (Booklet)
Solving the Problem of Fuel Shortage (Comics)

Group B : How to Get Clean Drinking Water (Poster)
Fresh and Clean Water is Useful for Health (Poster)
Better Surroundings, Better Life (Poster)
Untitled three-dimentional (Poster)
Everyone Plant One Tree and Make Humans Happy (Poster)
Choose Your Shelter (Game)
"Saripat" (Game)
Buffalo and Demon (Better Rural Environment) (Puppet Show)

Group C : Poultry for Additonal Income (Slide-tape)
Trees Are Our Friends (Flip-chart Tape combination)

(f) Adaptation and Field-Testing of AJP Materials

The three groups were assigned to adapt and field-test AJP materials prepared in the Fourth Regional Workshop held in Jayagiri, Bandung, Indonesia. The group assignments were:

Grpup A : A Clean Home Environment – One-page Folder
Group B : How to Make Compost – Poster
Group C : Cooperatives – Radio-Drama

The groups adapted the materials to local clientele and situations by making changes in the illustrations. These were also tried out in the assigned villages together with the newly developed prototype materials. These activities are included in the group reports.

Field survey

Preparation of materials

Field testing of the material

7. National Follow-Up Activities

Mr. Sasaoka briefed the participants on the scheme of assistance ACCU can give to national follow-up activities of the Fifth Regional Workshop. These activities may be: (a) national training workshop or (b) production of AJP materials. A maximum of US$ 1,000 per country will be extended through the Unesco National Commission of the country. The country will submit its proposal to ACCU which will select the recipients in consulation with Unesco PROAP. The schedule of this activity is as follows:

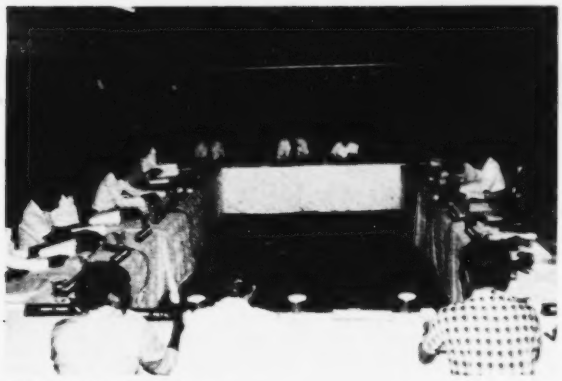
- Notice sent to the recipient: end of January 1988
- Completion of selected projects: end of July 1988
- Submission of report to ACCU: end of September 1988

The countries prepared and submitted their respective plans for national follow-up activities.

8. Closing of the Workshop

The closing ceremony started from 10:00 on 18 November 1987 attended by all the participants, observers and some guests. Ahead of the session, the draft final report of the Workshop was adopted by all the participants. Mr. Anil K. Sinha, the Chairman of

the Workshop first reported the outcome of the Workshop. Then Dr. Chitra Naik, the Director of the Workshop, Mr. Sasaoka, the Secretary-General of the Workshop, Mr. Dhamankar, the Deputy Direcotor of the Workshop made a few remarks. On behalf of all the participants, Mr. Tang from China, Vice Chairman of the Workshop and Mr. Maman from Indonesia, resource person of the Workshop expressed appreciation to the organizers. Finally Mr. Anil K. Sinha delivering his speech of thanks closed the Workshop officially.



Closing of the Workshop

9. Recommendations

The following recommendations were unanimously proposed by the participants of the workshop to:

A. Unesco

1. That Unesco should assist ACCU and the member countries technically and financially in literacy and post-literacy activities and other activities in the context of APPEAL.

2. That Unesco should provide more technical and financial assistance to the regional programmes and projects of ACCU.

B. ACCU

1. That ACCU should organize more Regional Workshops to include more countries in the Region.

2. That ACCU should provide more financial and technical assistance to member countries for follow-up activities, national workshops, and production of literacy and post-literacy materials.

3. That ACCU should conduct Regional Workshops on audio-visual aids preparation and provide participants with necessary soft-ware materials and equipment.

4. That ACCU should organize Regional Workshops for training of illustrators on materials for the neo-literates.

5. That ACCU should put out a quarterly publication and send it to member countries to keep them up to date on the activities in the Region.

6. That ACCU should develop a handbook for field level workers on communication, planning and organizing literacy programmes and motivating people.

7. That ACCU should organize Regional Workshops on Preparation of Post-literacy Materials, research, monitoring and evaluation of the literacy materials.

8. That ACCU should link up with international organizations such as UNICEF, UNDP, WHO, etc. for more strengthening of production of literacy materials.

9. That ACCU should provide opportunities for participants of this workshop to share their experiences and resources with other member countries.

C. Member Countries

1. That member countries should organize national workshops to develop new materials and/or adapt and translate follow-up prototype materials for neo-literates.

2. That member countries should allocate more funds for literacy and post-literacy materials and give high priority to the literacy programmes in respective countries.

3. That member countries should continue and strengthen their links with Unesco and ACCU in the context of APPEAL.

CHAPTER I

Group Report on Field Survey, Preparation and Field-Testing of Materials

1. Introduction
2. Booklet (Group A)
3. Poster and game (Group B)
4. Audio-visual (Group C)

1. Introduction

The participants in the Workshop formed three groups according the the categories of the materials for neo-literates, and developed materials following the steps shown below.

a. Steps of developing materials in the Workshop

I. Field survey

1. Preparation for community survey
2. Community survey at the village by the group
3. Analysis of community survey

↓

II. Preparation

4. Selection of the me and topics of materials to be prepared
5. a. Preparation and production of materials by the group
   b. Adaptation and translation of AJP materials to be tested

↓

III. Field testing

6. Preparation for field-testing
7. Field-testing of materials prepared by the group and AJP materials adapted
8. Analysis of field-testing

↓

IV. Revision of the materials

b. Materials developed by the groups

Category	Title of material developed	Format
1. Booklet (Group A)	1. More Income By Tree Planting	Booklet
	2. Solving The Problem of Fuel Shortage	Comics
2. Poster and game (Group B)	1. How to Get Clean Drinking Water	Poster
	Fresh and Clean	Poster
	2. Water is Useful for Health	
	3. Better Surroundings, Better Life	Poster
	4. Untitled three-dimensional	Poster
	5. Everyone Plant One Tree and Make Humans Happy	Poster
	6. Choose Your Shelter	Game
	7. "Saripat"	Game
	8. Buffalo and Demon (Better Rural Environment)	Puppet show
3. Audio-visual (Group C)	1. Poultry for Additional Income	Slide-tape
	2. Trees Are Our Friends	Flip-chart Tape combination

c. **Groups Formation**

	Group A (Booklet)	Group B (Poster and game)	Group C (Audio-visual)
1. Village selected	Rahatavade	Arvi	Kandhanpur
2. Chairperson	Mr. L. Halemane (India)	Mr. Ramswaroop Sinha (Nepal)	Mr. Maman Suherman (Indonesia)
3. Rapporteur	Dr. D.S. Mishra (India)	Ms. Wisanee Siltragool (Thailand)	Mr. G.V. Bhakta Priya (India)
4. Members	Dr. (Mrs.) Chitra Naik (India) Mr. Ibrahim Yunus (Indonesia) Mr. Mohammad Din (Pakistan) Dr. Estela Garcia (Philippines) Mr. Ly Dang Khoa (Vietnam) Mr. Taichi Sasaoka (ACCU) Mrs. Yoko Yano (ACCU)	Mr. Anil K. Sinha (India) Mr. Chandra Shekhar Dave (India) Mr. Tang Runquian (China) Mr. Wang Qingzhu (China) Mr. T.M. Sakya (Unesco) Mr. Shinji Tajima (ACCU) Mr. M. Kuelinad (Papua New Guinea)	Mr. Kalika Prasad Ghimire (Nepal) Miss Samina Yasmin (Pakistan) Mr. Nikman Bin Nikya (Malaysia) Mrs. Nishat Farooq (India) Mr. Shigeru Aoyagi (ACCU)
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2. Report of Group A

VILLAGE PROFILE

Name of Village	:	"Rahatawade" Tahsil – Haveli, Dist. Pune (Maharashtra)
Location	:	33 Kms from Pune, off Pune-Bangalore Road, to the South of Pune.
Total Population	:	Male 556 Female 703 Total 1259
Scheduled Castes	:	28 35 63
Scheduled Tribes	:	8 7 15
Population Age Group	:	9-14 years M. ≒ F. Total 91+93=184 15-35 years M. < F. Total 194+246=440
Availability of Road	:	Tar Road from Pune for 31 Kms and 1 Km untaed Metal Road to the village. State Transport/Service Bus available up to the village, from the main road.
Caste Statification	:	Hindus: Maratha, Nhavi, Dhangar = 202 Families. Neo-Buddhist - 22 Families. Muslim = 1 Family.
Occupation	:	Agriculture 95% Non-Agricilture 5% (Service & labourers)
Land distribution pattern	:	Small landholders in general.
Infrastructure facilities	:	1) Primary School 1 2) Pre-primary School 1 3) Village library 1
Communication Facilities	:	Village Post office is located at Kandhanpur, 1 Km. away.
Bank/Co-operative Society etc.	:	A Group Co-operative Society serves the village.
Health Facilities	:	1) Village health worker 1, 2) P.H.C. Sub-centre located at Kondhanpur, 1 Km. away.
Water & Light facilities	:	70% dwellings in the village are electrified. Drinking water – 2 open wells, 5 bore-wells.
Marketing facilities	:	Provision shops 4, flour mill 1, weekly bazar at Shivapur 1 Km. away.
Religion & Culture	:	Communal harmony, regardless of religion and caste.
Constitution of Gram Panchayat (Village Council)	:	Gram Panchayat constituted by Government Legislation.
Level of Living standard	:	Living standard is fair. Only about 9% population is below the poverty line (i.e. nutritionally deprived).
What are the developmental programmes for the village	:	(1) TRYSEM: 3 boys are under training (2) National Rural Employment Programme (NREP) is implemented.
No. and designations of Govt. Officers or Workers of all departments	:	(1) Gram Sevak (village-level worker) – 1. (2) Police official – Nil. (3) Primary teachers – 7.
Level of people's participation in educational as well as non-educational programme	:	(1) Villagers have constructed Community Hall (Samaj Mandir). (2) Construction of 50 latrines.
What are the life styles/ social norms obtained in the village	:	Traditional, but awakening regarding improvement of women's status and girls education is noticeable in the last 5 years.
Any special fair or mela organised in the village	:	(1) Bahiravnath festival, Ganesh festival, birthdays of Shivaji Maharaj and Dr. Babasaheb Ambedkar are celebrated on a large scale, as educational occasions. (2) Hindu festivals like Dassehra, Dipawali are observed in traditional

manners.
(3) People gather together for a picnic (Vana-Bhojan) twice a year. All castes mingle together on this occasion.

What are the groups of grouping pattern in the village : The tradition of caste-based lanes is still followed for location of houses.

Number of educated adults :

	Boys	Girls
Graduate	8	–
Intermediate	4	–
High School	30	–
Primary	50	20

Whether any educated adult is unemployed if so, the number: 10 adults.

Adult Education/N.F.E. Centre

Non-formal Education for 9-14 age group (primary) : 2 centres.

Date of commencement of Centres : October, 1986.

No. of learners enrolled under the NFE centres : 42

No. of learners who completed the literacy course (in old centres) : 105 children (1981–1985).

No. of learners who passed the literacy course (Primary) : 105 childern.

Whether Mahila Mandal started : An informal group.

Particulars of Instructor: namely, qualifications, Training of all types : (1) Smt, Surukha Uttam Chorghe, 20 years old, Passed IXth Standard.
(2) Smt. Kanta Rajaram Chorghe, 25 years old, Passed VII th Standard.
Both have under gone N.F.E. Training Course.

Constitution of Village Education Committee : Village Education Committee consist of 10 members including 3 women and Sarpanch (Village Council Headman).

Support given by the Village Education Committee : Free Accommodation, lighting arrangements, responsibility of the safety of pupils, and motivation to them to attend the centres.

Activities of Mahila Mandal : Health orientation smokeless Chula and hot-box, tree plantation, food-storage, animal-husbandry and small savings. An atmosphere favourable to girls education has been created Women have become bold.

Impact of A.F./N.F.E. Programme of the learners : The progress of the learners is unequal from the level of grade II to IV (in some cases). Lack of continuing education has led to lowered levels of literacy in some cases.

Group A cosists of the following members:

1. Mr. L. Halemane (India), Chairperson
2. Dr. D.S. Mishra (India), Rapporteur
3. Dr. (Mrs.) Chitra Naik (India), Member
4. Mr. Ibrahim Yunus (Indonesia), Member
5. Mr. Mohammand Din (Pakistan), Member
6. Dr. Estela Garcia (Philippines), Member
7. Mr. Ly Dang Khoa (Vietnam), Member
8. Mr. Taichi Sasaoka (ACCU), Member
9. Mrs. Yoko Yano (ACCU), Member
10. Mr. K.B. Thapa (India), Artist
11. Mr. B.M. Naikare (India), Interpreter
12. Mr. B.G. Bokil (India), Interpreter

The group was assigned the responsiblility of preparing booklets for follow-up literacy to be utilized particularly by neo-literates who have completed the first cycle of Adult Education Programme.

The team had to visit Rahatawade Village which is about 38 kms. away from Pune on the Bangalore-Pune highway, in order to assess the needs of the villagers. This report has been finalized according to the guidelines provided to the groups.

1. Preparation of Field Survey Tools

Before going for the village survey, the team discussed in general about the condition of the village, based on the first day's visit. During the discussion among the members, the team evolved the methodology and tools

to elicit data covering five broad areas:

(1) Health & Sanitation
(2) Education
(3) Socio-economic problems
(4) Socio-political problems
(5) Socio-cultural problems

It was decided to meet the head of the village and other important persons for general discussion in order to obtain general information about listed areas. It was also decided to carry on the investigation at 'micro-level' by interviewing individuals at home or in the fields to find out about specific problems.

A set of questions was prepared as a guideline to facilitate the investigators in the field. Care was also taken that the investigation involved everybody. In addition to this, all the members discussed and arrived at a consensus about a common approach to the issues.

2. Field Visit to Rahatawade Village

The team visited the village on 11th November, 1987. In the first instance the team members met the leaders of the village or a public meeting in Chaupal village and discussed the various issues. Data was collected by posing probing questions. Primary school teachers and health workers were also present at the scene.

In the second session, the team was divided into two sub-groups to explore the problems in depth for a micro-level study. Accordingly one group interviewed the housewives and old people. The other group had a close look at the village well, village streets, latrines, primary school, and primary health centre. General discussions were held on the five major points, mentioned earlier.

3. Analysis of Field Data

The data collected thus, was analysed on the basis of the methodology described by resource persons at the general session. Each member of the group was asked to write down ten problems that he or she considered most important, on separate slips. These slips were pooled together and categorized into different content areas. The problems were then accorded priority on the basis of majority polling, as below:

Problems	No. of Votes
(1) Income	14
(2) Education	11
(3) Health & Sanitation	7
(4) Reforestation	5
(5) Fuel	4
(6) Irrigation	3
(7) Coordination & Linkages	3
(8) Drinking Water	2
(9) Fertilizer	1

The group discussed each of the problems separately and also suggested solutions as follows:

1. Additional income may be generated for better living through tree planing, dairy and poultry farming.
2. Educational Institutions at least up to class VII std. must be made available in the village. The need for an adult education centre and a non-formal education centre for dropout children was felt.
3. House and village hygiene in general need to be improved through proper health education. Instructions may be given about proper use of water and latrines.
4. Efforts should be made to generate interest among the villages to develop farm forestry and social forestry.
5. As scarcity of fuel in the village is acute, they may be educated to go for alternative fuel resources.
6. As most of the villages depend upon rain water for agriculture, they may be apprised of using underground water through pump wells or bore wells.
7. The proper coordination and links between various developmental agencies like agriculture department, cooperative departments, etc. with the villagers seems to be lacking. The developmental agencies may remedy such lapses by providing proper information on the latest technology and resources available for such programmes.
8. It is felt that the drinking water used by the villagers is contaminated. This causes various diseases. They have to be advised to boil the water before using it and also they should be told how to cover the well properly.
9. Villagers have to be told about the proper use of garbage and village wastes to produce either biogas or compost manure.

4. Selection of Themes and Format

Based on the analysis, two themes were identified to develop the booklets:

1. More income by tree planting
2. Solving the problem of fuel shortage

It was decided that booklet number one will be in the form of illustrations and explanation and booklet number two in comic form.

5. Development of New Prototype Materials

In order to approach the problem areas, each

theme was meticulously analysed and a synopsis was prepared for each booklet. The synopsis for booklet one is given below.

1. Introduction
2. Planting fruit trees:
   A. Improved variety
   B. Local variety
3. Planting fodder trees:
   A. Improved variety
   B. Local variety
4. Planting fuel trees:
   A. Improved variety
   B. Local variety
5. Planting timber trees.
6. Planting medicinal trees.

As a preliminary to the preparation of the booklet, relevant information about rainfall, soil conditions, and kinds of trees and plants suited to the area, was also studied with the help of informative literature published by developmental agencies.

Similarly the synopsis was also prepared for booklet two which is as below.

1. (a) Problem of fuel supply
   (b) Facing the energy problem in rural areas
2. What fuels are presently available?
   What are the alternatives?
3. How to use alternative fuels?
4. What are the benefits of alternatives?

It was decided to present this booklet in a popular story line form, using comics.

Keeping in view the pre-conditions mentioned above, the group discussed each and every level in detail and finalised two booklets. Dr. (Mrs.) Chitra Naik, with her direct knowledge of the village, contributed to an authentic and objective outcome.

6. Filed Testing

The team visited Rohatwade village on the afternoon of 16th November, 1987, to field-test two booklets and one illustrative folder. The clientele group was selected by the SRC Pune, and they were informed well in advance about the arrival of the team. Fourteen womenfolk were selected for this purpose, all of whom had undergone adult education training through the Non-formal Education Programme conducted by the SRC. Although, the team was very anxious to try this out on a mixed group, it could not get any male persons for the test.

First, Booklet No. 1 "More Income by Tree Planting" was handed out to the clientele group, and sufficient time was given to go through the material. Then the interpreter read the whole booklet for the benefit of the target group, and each woman was asked her opinion about the appropriateness of the title, about the message of the booklet, and the illustrations. They were also asked whether they found the booklet interesting, whether it was easy to understand, how the illustrations could be most self-explanatory. Ultimately, their suggestions were invited in order to improve upon the material. By and large, all members of the target group unanimously agreed that the title was appropriate. They all understood the message which the booklet was trying to communicate. They found the language and the lay-out of the booklet were good. They felt that a few of the illustration were not appealing, and they identified such illustrations and suggested that they be modified in order to depict the situation in a much more effective way. Such illustrations were noted by the group as well as the artists to incorporate the suggestions.

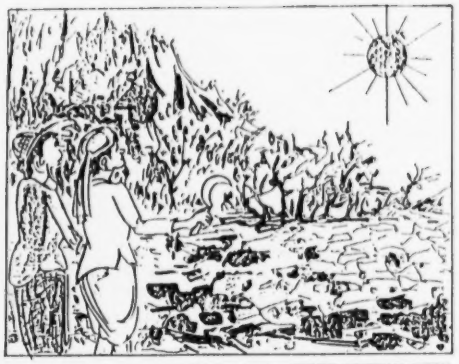
The second booklet "Solving the Problem of Fuel Shortage" was distributed among the target group and, as before, it was read out by one of the interpreters. There was not time to carry out the individual investigations, so a collective response was invited from the target group. They completely appreciated the booklet and felt that the illustrations and the language used were very easy to comprehend. They said the message was very clear to them. They suggested only that the illustrations be drawn a little more carefully, especially the dress of the women. The title contains "Indhan", a standard word which could be exchanged for a colloquial one.

An illustrative folder, which was prepared by the ACCU in the Fourth Regional Workshop, was also taken for field testing, with certain modifications suited to the local conditions. The folder entitled "Clean Home Environment" was handed out to the group. They felt that the illustrative folder is self-explanatory and it motivates the women folk to keep their home environment clean and tidy. However, they noticed that the pictures were not well suited to their environment hence, it requires certain small changes. They also felt that the language used in the folder contains certain standard words which may have to be changed into colloquial language.

7. Revision of the Material

The feed-back obtained from the clientele group has certainly provided a very good base to improve upon the materials. Having taken into considerations, the suggestions made by the villagers, the team A has revised the material on the forenoon of 17th November, 1987. Certain changes were made in Booklet No. 1, in order to improve both the text and the illustrations. Booklet No. 2, an illustrative folder had no much deviation to be accounted for. The artists have been briefed about the changes to be incorporated in all the three materials.

More income by tree planting (booklet)



1.
No regular rains for many years.
Harvest has been poor.
As a result, the income of the village became down.
The villagers gathered.
They discussed ways of getting additional income.

2.
Elders remembered the good old days.
The oldest man says, "Once upon a time there were many trees. They gave income for one and also many ways.
A carpenter got money building houses,furniture and farm tools.
Wood cutters earned livelihood.
People got fruits to eat and to sell.
Fuel and fodder were easily available and could also be sold.
Ferrymen built wooden rafts and made money.
Medical plants were also very good sources of income.
And now.....
There are no more trees."

3.
"So now! We plant trees for additional income", raised a voice.
Others joined him.
"What trees are we going to plant?" asked someone.
"Hey, wait a minute. Let us consult the Village Level Worker".
Everyone nodded.

4.
The Village level Worker attends the meeting.
"So you are thinking of planting trees. Do you have particular trees in mind?"
"Yes, we want income generating trees. But we do not know much about them",
say the village headmen.
"You may consider...
Fuel tree
Fodder trees
Timber trees
Fruit trees
Medicinal trees
For further information, I can invite experts".
Everyone agreed.

5.

One evening the Village Level Worker comes with the Social Forestry Officer.
He listens to the villagers and gives information they need.
"This is a low rain-fed area. The soil is dry.
There are long term and short-term trees suitable to this soil.
Short-term trees will give immediate income.
Long-term trees will balance the environment and ensure income for you and
your children also.

6.

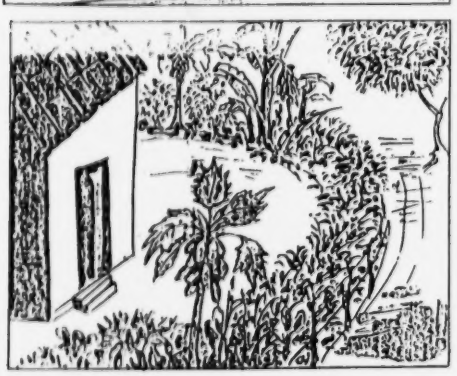
For short-term trees you may plant
- Subabul (Luceana) for fuel and fodder.
-Improved varieties of Mango, Banana, Papaya, Fig, Guava, Custard apple,
Anar (Pomegranate), Lemon and Orange for fruit.
-Agathis, Drumstick and Pomegranate for medicine.

7.

For long-term trees you may plant
-Teak, Neem(Margosa), Acacia, Jamun (Jambolana) for timber.
-Bamboo for construction and handicrafts.
-Wood apple,Fruits (Hermelata), Tamarind, Berry and local variety of mango for fruit.
These trees will also provide fuel and fodder.

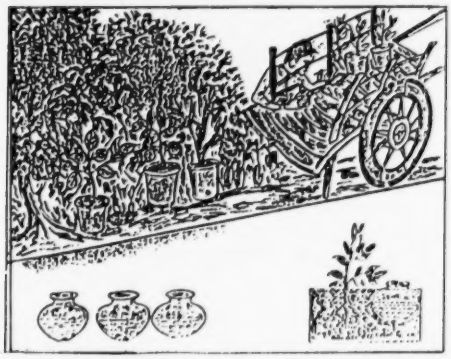
8.

"Thank you sir, You have enlightened us.
But where do we get saplings?
Also, who will guide us in raising the plants?"
"You will get free saplings from Social Forestry Department.
The tree plantation officer will show you how to plant and raise the trees".



9.

The villagers met again.
They discussed where to plant which tree.
They decided to plant.
- Papaya, Custard apple, Lemon and other small fruit trees in their own kitchen garden.
- Subabhul, Acacia and Neem on the bunds of fields.
-Tamarind, Mango on the roadside.
-All other trees at a community plantation.



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Soon the village plunged into action. Workerlot were ready.

Saplings were brought in bullock carts.

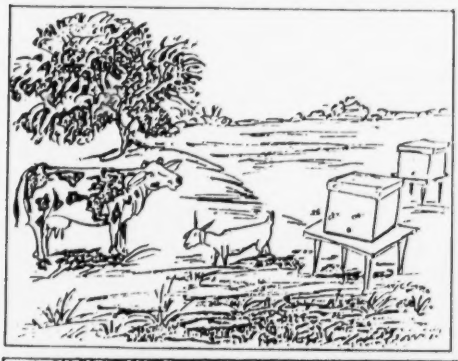
Earthen pots were brought for drip irrigation.

The Village Level Worker supervised the planting of saplings.

11.

The villagers raised the plants with proper care.

- they manured
- they watered
- they weeded
- they protected from animals.



12.

Now, the trees have grown.

They are yielding fruit, fodder, fuel and providing medicine.

The villagers are keeping milch cattle.

They are raising goats.

Some are trying beekeeping.

They are selling fruit, milk and fodder.

13.

The village holds a celebration meeting.

The Social Forestry Officer presides.

The village leader welcomes everyone.

At the hands of the officer the Village Level Worker is honoured.

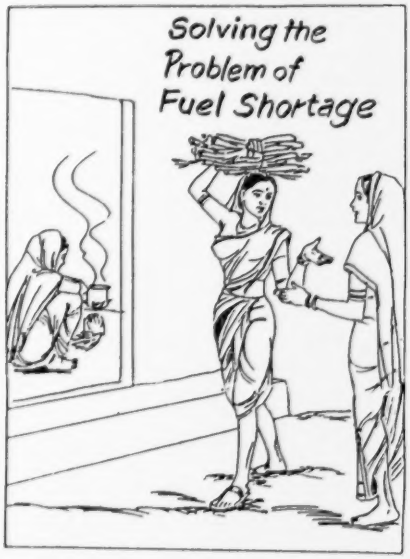
The women crowd forward to sing songs about trees and the children present a dance.

Our Lovely World

1. All this lovely world is ours
All this lovely world
Who made it and how?
Come, let us find it now
2. The golden sun shines brightly
And the silver moon shines coolly
The stars sparkle in the sky
Like diamonds strewn recklessly
3. Birds sing sweet tunes
Trees blossom and swing
And the wind runs wildly, scattering
The fragrance of flowers and leaves
4. Graceful animals freely graze
They are our well-loved friends
Who made them and how?
Come, let us find it now.

Thamizh Song of Trees

1. This is my first verse and my first aim,
I shall shower affection on trees and plants, night and day
2. This is my second verse and my second aim,
I shall decorate my fields by planting mango and wood-apple trees
3. This is my third verse which plans my kitchen-garden,
Where I shall cultivate lemon, guava, papaya and pomegranate for fruit
4. This is my fourth verse which tells my little son,
To plant the jack and berry trees and nurture the custard apple
5. This is my fifth verse about wood for fuel,
We shall plant tamarind and tall bamboos
6. This is my sixth verse praising shade-giving trees,
We shall plant neemmam, tamarind, and jamboton by the road-side
7. This is my seventh verse which sings of deep forests,
The food for our cattle is provided by their bounty
8. This is my eighth verse which sings of cooperation,
We should grow our forests as a social enterprise
9. My ninth verse sings of our prosperous village,
Free from the fear of famine and filled with good food
10. My tenth verse says, "Let us hurry forward,
To care for our trees which are our real treasure."



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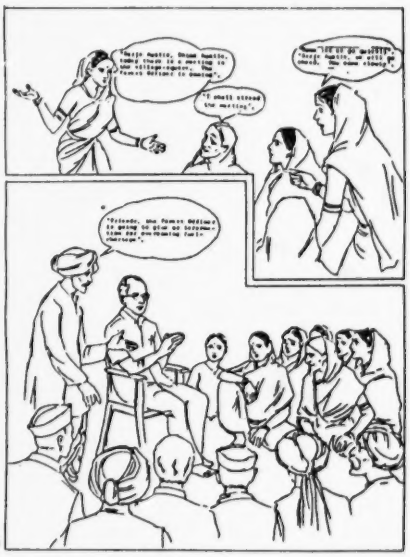

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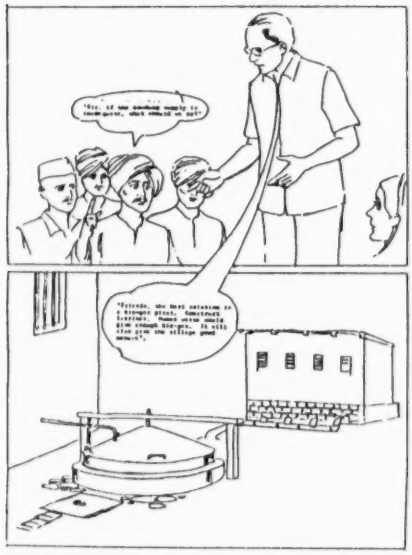

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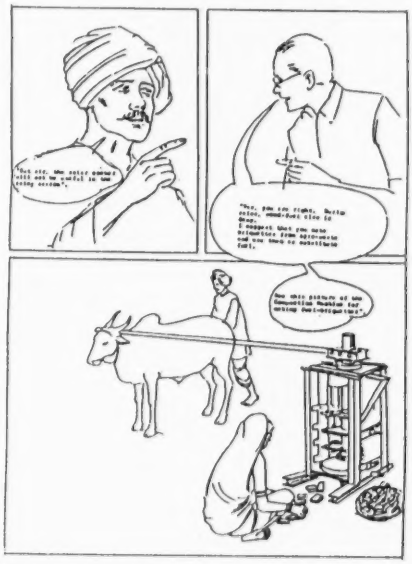

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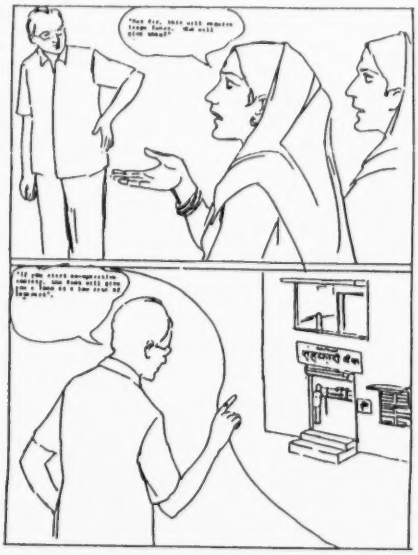

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3. Report of Group B

VILLAGE PROFILE

Name of village	:	ARVI, Tahsil-Haveli, Dist. Pune (maharashtra).
Location	:	30 km. from Pune, on Pune Bangalore Road, to the South of Pune.
Total Population	:	Male 486 Female 498 Total 984
Scheduled Castes	:	12 15 27
Population Age Group	:	9-14 years: M. 71 F. 72 Total 143; 15-35 years: M. 170 F. 174 Total 344
Availability of Road	:	Tar Road from Pune, 28½ kms. and "Kaccha" approach road 1½ kms. to the village. Accessible by State Transport busses from Pune.
Caste Stratification	:	1) Hinduas (152 families), Marathas, Artisans, Scheduled Castes. 2) Neo-Buddhists (12 families) 3) Muslim (1 family)
Occupation	:	Agriculture 90% Non-Agriculture 10% (Service and labourers)
Land distribution pattern	:	Fairly equitable distribution among farmers.
Infrastructure facilities	:	1) Primary School–1 School 2) N.F.E. – 1 Centre 3) Village Library – 1
Communication Facilities	:	Village Post Office (Sub-Post-Office)
Bank/Co-operative Society etc.	:	There is a Bank at Shivapur, 3 kms. away.
Health facilities	:	P.H.C. at Shivapur, 3 kms. away.
Water & Light Facilities	:	The village is electrified. There is one open well and three bore wells with ahnd pumps. Tapped water is also available.
Marketing Facilities	:	Provision shops 3. Flour Mill 1, Bazar at Shivapur, 3 kms. away.
Religion & Culture	:	Hindu, Neo-Buddhists and Muslims. Full religious and communal harmony.
Constitution of Gram Panchayat (Village Council)	:	Gram Panchayat constituted under State Legislation.
Level of living standard	:	Standard of living satisfactory. Only 5% families are under poverty line.
What are the developmental programmes for the village	:	(1) TRYSEM: 6 boys are under training. (2) Non-formal Education. (3) N.R.E.P.
No. and designations of Govt. Officers or Workers of all departments.	:	(1) Gram-Sevak (Village-level Worker) – 1 (2) Police Patil – 1 (3) Primary teachers – 7 (4) Talathi (Tehsildar) – 1
Level of people's participation in edicational as well as non-educational programme	:	The village has one Mahila-Mandal which organises activities for the development of women. The village has also a youth club.
What are the life styles social norms obtained in the village.	:	The life style of the people is mostly traditional but women are active in village life.
Any special fair or mela organised in the village.	:	Bahiravnath and Ganesh festivals organised in the village with enthasisam. All festivals like "Dasara", "Holi", "Dipawali" etc. are celebrated traditionally. "Cultural Week" and "Shivaji Birthday Festival.
What are the groups or grouping pattern in the village.	:	The houses of villagers are organised in lanes. The backward community is separated from main village.
Number of educated	:	Boys Girls

persons			
Graduate	:	–	–
Intermediate	:	–	–
High School	:	50	–
Primary	:	120	30

Whether any educated person is unemployed, if so, the number:

About 10 persons are unemployed.

Adult Education/N.F.E. Centre:

N.F.E. – 1 Centre (9 – 14 age-group)

Date of commencement of Centre	:	October, 1986.
No. of learners enrolled under the	:	N.F.E. Centre: 22
No. of learners who completed the literacy course (in old centres.)	:	N.F.E. Centres – 58
No. of learners who passed the literacy course.	:	N.F.E. Class 58 children completed the course.
Whether village Reading Centre opened.	:	–
Whether Mahila Mandal opened	:	Yes
Particulars of Instructor namely, qualifications, Training of all types.	:	N.F.E. Centre – Rekha Giri Qualification – Std. VII passed. Non-formal education training.
Constitution of Village Education Committee	:	Village Education Committee – 7 Members with 3 women members.
Support given by the Village Education Committee	:	Village Education Committee provides free accommodation, lighting arrangement. Encourages children to attend the Centre.
Activities taken by Mahila Mandal	:	The mahila Mandal discusses problems regarding health, planting trees, saving of fuel energy etc.
Impact of A.E./N.F.E. Progress of the learners	:	Non-formal education has helped the development of girls and women. Most learners reach grade II and Grade IV depending on capability and attendence.

Group B consists of 14 members, as follows:

1. Mr. Ramswaroop Sinha (Nepal), Chirperson
2. Ms. Wisanee Siltragool (Thailand), Rapporteur
3. Mr. Anil K. Shinha (India), Member
4. Mr. Chandra Shekhar Dave (India), Member
5. Mr. Tang Runquian (China), Member
6. Mr. Wang Qingzhu (China), Member
7. Mr. T.M. Sakya (Unesco), Member
8. Mr. Shinji Tajima (ACCU), Member
9. Mr. M. Kuelinad (Papua New Guinea), Artist
10. Mr. Kumud Sinha (India), Artist
11. Ms. Avanti Bhave (India), Interpreter
12. Ms. Sadhana Dhopeshwarkar (India), Interpreter
13. Ms. Jyoti Gaikwad (India), Interpreter
14. Mr. Harpal Singh (India), Interpreter

The group was assigned the responsibility of preparing posters, games and puppets for follow-up literacy material in particular for neo-literates who had completed the first phase of basic literacy of the Adult Education Programme.

The team had to visit Arvi village, which is about 30 kms. away from Pune on national highway No. 4, in order to assess the needs of the villages. This report has been finalized in accordance with the guidelines provided to the groups.

1. Preparation of Field Survey Tools

Before going for the village survey the Group B members discussed in general the conditions of the village based on the first day visit. In the discussion they evolved the methodology and tools to elicit data covering 8 areas namely:

1. Health
2. Education
3. Occupation
4. Tradition
5. Environment
6. Culture
7. Management
8. Infrastructure

It was decided to meet the head of the village and other important persons for general discussion to obtain general information about listed areas. It was also decid ed to carry on the investigation at micro level by asking questions and interviewing individuals at home.

A set of questions was prepared as a guideline to facilitate the investigation in the village. Care was also taken that at the time of investigation all the members of the team could participate in discussing the problems.

Group B was divided into three sub-groups namely X, Y, & Z.

- Group X was assigned health and environment.
- Group Y was assigned education, tradition and culture.
- Group Z was assigned occupation, management and infrastructure.

2. Field Visit to Arvi Village

The team visited the village on 11th November. In the first instance, the team members met the head of the village in a common place village, Chaupan and discussed the village issues. Mainly, issues were related to the problems which had already been selected. Data was collected by asking questions. The team also visited the primary school and asked the teachers questions regarding the needs and the problems of the school. The school data was also collected. According to the school data, it seems that the highest enrollment of students was in the first and second classes. But in the sixth and seventh only 26 and 22 respectively had enrolled and there were very few girl members, 9 and 4 respectively.

In the second session, the team visited the village in sub-groups to explore the problems in detail. The sub-groups interviewed housewives and old people and had a close look at the village well, village street, latrines and primary education. The general education was held on the 8 major problems mentioned above.

3. Analysis of Field Data

The data collected thus was analyzed based on the methodology specified by the resource person, Mr. Shinji Tajima. Each member of the groups was asked to select 10 problems which they considered the most important, and write them on separate slips. Those slips were polled together and categorized into different content areas. Identified areas were as follows:

Lack of information and habits concerning saving
No modern agricultural practices
Lack of medical facilities
No system of home management
No information on social services
No drainage system
No cooperation
No transport
No suitable classroom and conditions
Adult and girl education is not promoted
No road maintenance
Drinking water is dirty.

4. Selection of Themes and Format

On the basis of the above problems, four major problems were selected and categorized. They were as follows:

1. Drinking water
2. Environmental awareness
3. Girl and adult education
4. Social development services cooperation

After that the team discussed all the problems and each member was asked to write five solutions on separate slips. Then all the solutions were polled in a group and decisions taken on preparation of materials. The format of the materials were designated as follows:

	Theme	Format	Number
1.	Fresh clean drinking water prevents diseases.	Poster	1
2.	How to get clean water	Poster	1
3.	Better surroundings, better life	Poster	1
4.	Everyone should plant one tree to make human and animal life happy	Game	1
5.	Educated girls and adults can help in village development through awareness	Game	1
6.	How to motivate and stimulate the most important aspects of cultural heritage in adult eduction and link all traditions, entertainments and reading materials.	Puppet Show	1

(* Ms. Nishat Farooq from group C was the member in charge of preparation of puppets)

5. Development of New Prototype Materials

In order to pinpoint problem areas, each team analyzed and translated them into visual form and posters, and games and puppets were prepared. A detailed description of prototype materials is given below.

Poster 1 "How to Get Clean Dringking Water"

In this poster, unhygienic surroundings around the well are illustrated. The drinking water well is used for different purposes which make the water dirty. In the same way the river and pond water is also dirty.

Poster 2 "Fresh and Clean Water is Useful for Good Health"

In this poster the closed well, two wells and the process of cleaning water are illustrated. All the people of the village seem to be happier using trace filters and two water wells.

Poster 3 "Better Surroundings, Better Life"

For the preparation of this poster, relevant information was studied concerning better environment for better life, planting, wells, covering the well, proper sanitation, and kitchen gardening.

Poster 4: (No title)

This three-dimensional poster is on plantation shows a woman planting a small plant in a pot and her daughter watching her to get the idea.

Poster 5 "Everyone Should Plant One Tree to Make Human Life Happy"

This poster shows a happy family in a house. All the members of the family are busy with their own work and they are surrounded by the forest. Because of the thick forest there is plenty of rain and crops grow well. The trees prevent soil erosion so the rain can be utilized to make crops grow well. Hence the family is happy. In this poster many are plating trees and another fellow is pouring water.

Games 1 "Choose Your Shelter"

This game is for reading practice and verbal expression. Three or four persons can play the game at a time. Three charts for instruction and one chart for the game have been prepared.

Game 2 "Test Your Intelligence"

For this game, a chopat chart (SARIPAT) and a piece of paper are used as a game materials.

Puppet Show

(1) To educate the people to preserve social and cultural heritage and tradition in Asia and the Pacific and all over the world.

(2) How to motivate and how to stimulate are the most important factors in Adult Education from the cultural and educational standpoint.

(3) How to maintain strong links between oral tradition and reading materials.

(4) Due to the impact of modernization, our own cultural heritage and wisdom are being neglected by the people. Radio and television for example are electrical media, and have influence, but it is one-way communication. Effective teaching-learning media with two-way communication are needed. Among the options available, puppets are very simple and attractive.

6. Presentation of the Materials to the Plenary though Simulation

After the preparation of all the three formats, posters, games and puppets were presented before the group. Most of the suggestions were elicited in the plenary session and solutions were reached. In this session the criteria for testing formats were decided. Some observations, points and questions were dealt with. Eleven questions were compiled for testing posters and games. 10 questions were constructed. For the puppet show there were 6 main characters, they were father, mother, brother, sister, buffalo and demon. A story was prepared in which the demon of the story was defeated by the buffalo, and the villagers were safe from diseases.

7. Field-Testing

To test the format, Team B went to Arvi village. With the help of the chief of the village, the client group was assembled in the community house near the temple. After a few minutes, 18 women and 7 men had arrived. Then, to identify the neoliterates, they were asked to read. Ten women and three men were able to read. Throughout this session finally the group of 30 neoliterates used posters and games. At the time of testing, two members acted as interpreters to deal with the problem of language and also the format was translated into Marathi to make it easier for the testing group. The posters were tested by demonstration and use of questionnaries. All the members of the groups were observing the action and noting the surroundings.

Some of the questions were asked individually and some collectively. The reactions within the client group were observed and noted by the interpreters and the team.

Two games were played by the client group. It was observed that they were interested in plays. This shows the utility and effectiveness of the format. But the over-

all opinion of the clientele group was that the poster format was the more effective format for mass education.

In spite of the time constraints, the puppet show was performed and about 150 men, women, children of all age groups watched the puppet show. It lasted 30 minutes and they were clapping to see the father, mother, brother and sister, buffalo and demon. After the puppet show the members of the team inquired about the effectiveness of the puppet show. The results were as follows:

1. It is good for bringing people together.
2. It is an effective way of conveying a message.
3. One show should not last more than 15 minutes.
4. The show should be performed during their leisure time.

8. Revision and Improvement

After testing the formats all the members of Team B assembled and discussed them. According to the feedback from the client group, necessary modifications were made. Some of the posters were very popular with the group, namely:

(1) Everyone should plant one tree to make life happy,

(2) The untitled poster was also popular.

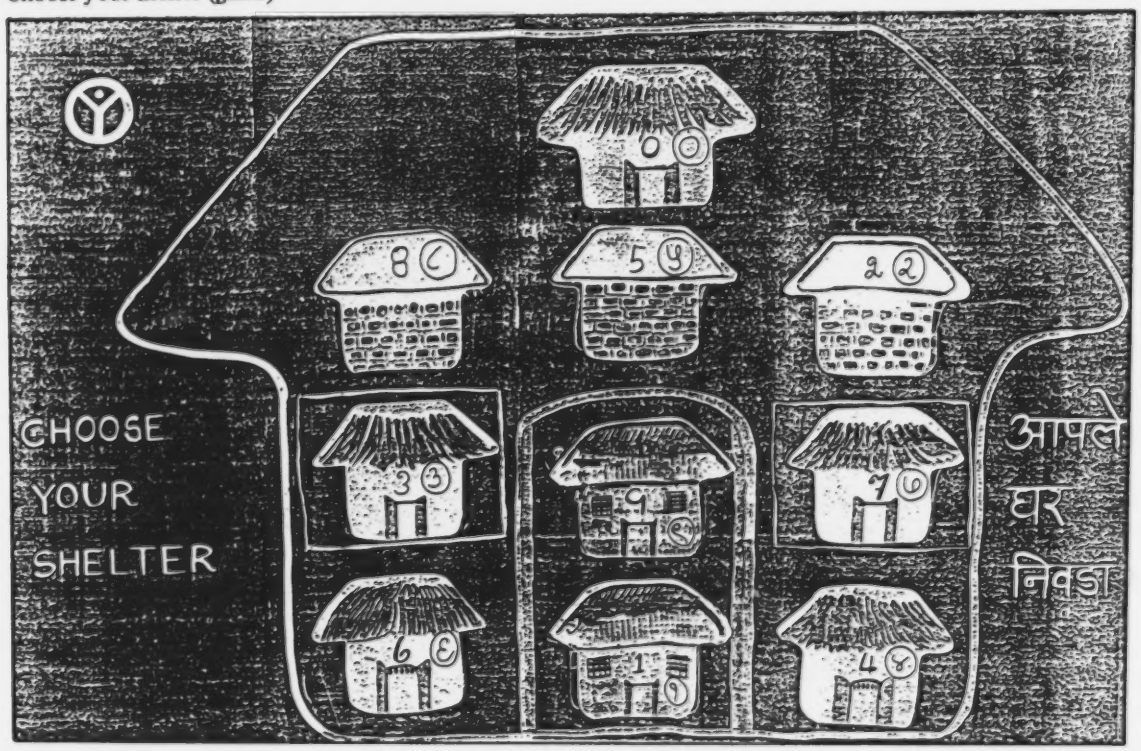
This poster was appreciated because it was three-dimensional. But as far as revision and improvement was concerned, this poster was the main target of criticism regarding its title, figures and colour. It is expected to revise it according to the suggestions of the members.

(3) Better surroundings for better life. This poster was also to be revised according to the feedback from the group and it was informed that some posters and other materials will be examined at the AJP meeting by regional experts and then, after the decision, material will be sent for finalization to the respective countries.

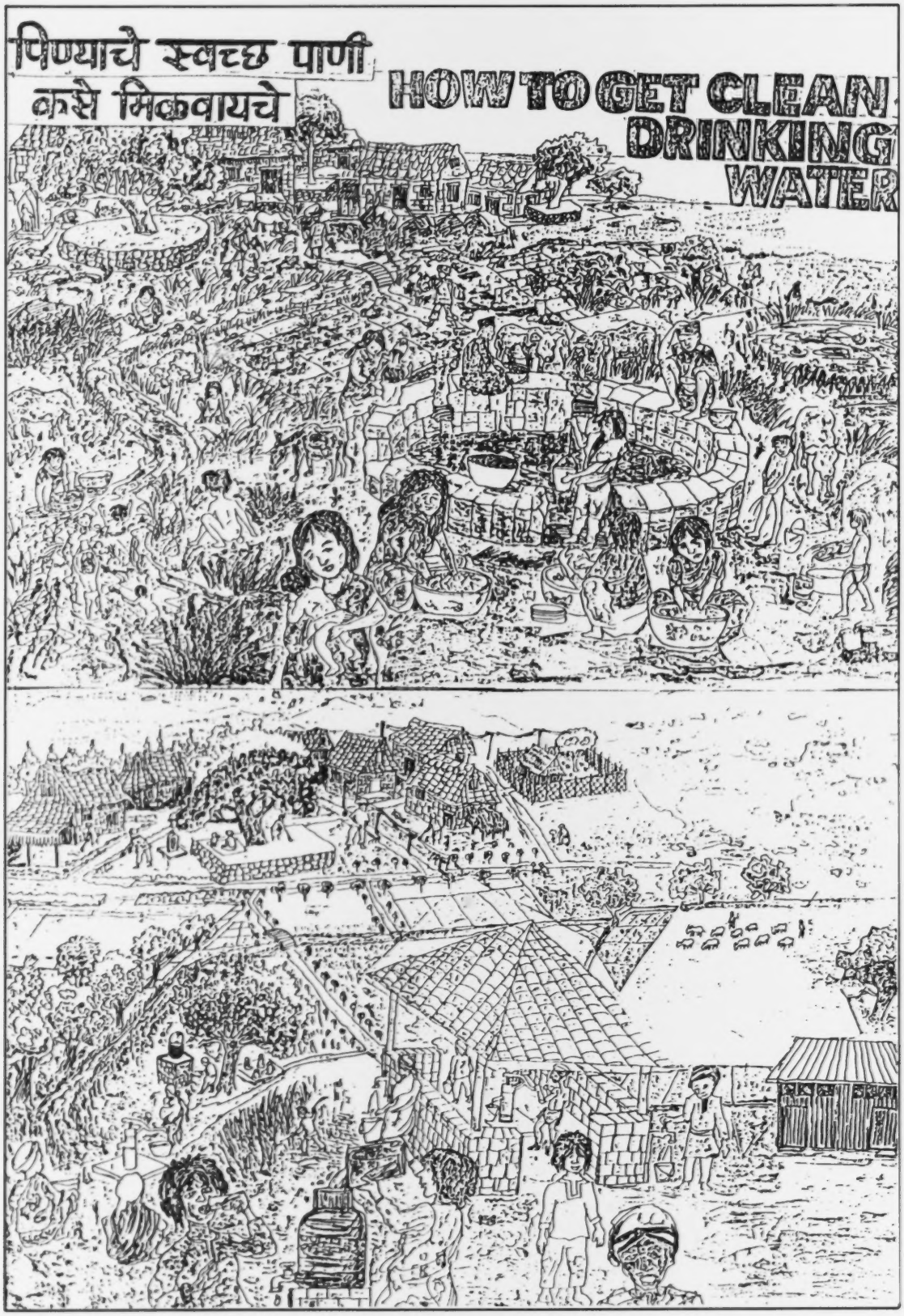
(4) In this session, it was suggested that the puppet show should be combined with reading materials. This was accepted by the group which prepared the puppets. It was also suggested that the puppet characters should be attractive and suited to the culture.

(5) Tested AJP materials required some changes in the figures as well as in the title, and they should be suitable for the village conditions. One most important suggestion was that the poster should be prepared in the form of a booklet because it contains a lot of information on fertilizers.

Choose your shelter (game)

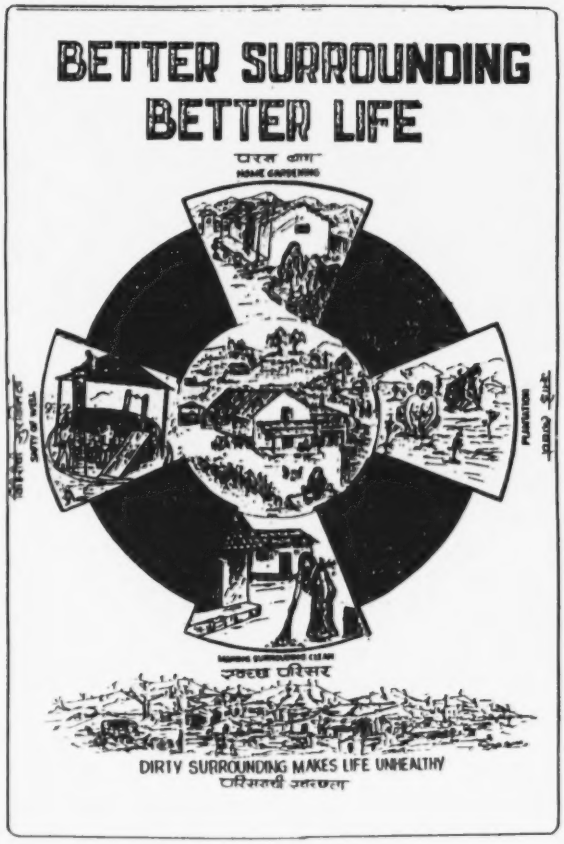


How to get clean drinking water (poster)



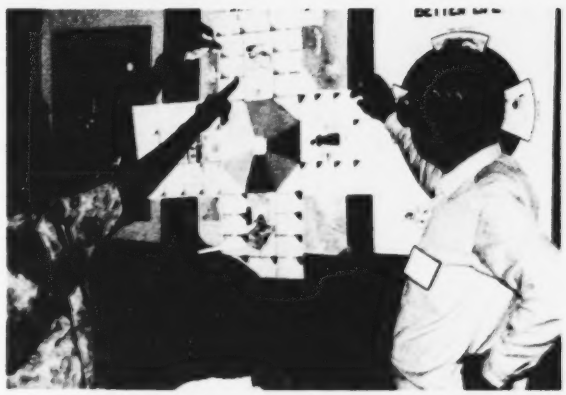
Everyone plants one tree and make human's happy (poster)

Better surroundings, better life (poster)



puppet

"Saripat" (game)



4. Report of Group C

VILLAGE PROFILE

Name of Village	:	Kondhanpur. Tahsil – Haveli : Dist Pune (Maharashtra)
Location	:	32 kms from Pune on Pune-Bangalore : Road to the South of Pune.
Total Population	:	Male Female Total : 490 550 1040
Scheduled Castes	:	5 10 15
Scheduled Tribes	:	15 13 28
Population Age Group	:	9-14 years 15-35 years : M. F. Total M. F. Total : 72+80=152 172+193=365
Availability of Road	:	Tar Road from Pune. About : 5 kms metalled road. State : Transport bus service is available to the village.
Caste Stratification	:	Hindus (145 families): Maratha and Backward (Artisan) Neo-Buddhists 30 families.
Occupation	:	Agriculture 100% Non Agriculture – (Service & Labourers)
Land distribution pattern	:	Land available to all.
Infrastructure facilities	:	(1) High school = 1 (2) Primary school = 1
Communication Facilities	:	Village Post Office 1
Bank/Co-operative Society etc.	:	Bank available at Shivapur about 4 kms away. Co-operative Society for agricultural amenities and loans to farmers.
Health facilities	:	1) P.H.C. sub-centre located with village.
Water and Light facilities	:	95% houses in village are electrified. Electric-street lighting is provided. Drinking water: 3 open wells, 5 bored wells. Borewell with submersible pump.
Marketing facilities	:	Provision shops 6 Flourmills 2. Weekly bazar at Shivapur 4 kms away.
Religion & Culture	:	Harmony between all sections of the community.
Constitution of Gram Panchayat (Village Council)	:	Gram-Panchayat constituted by state legislation.
Village Education Committee	:	Consists of 9 members including 2 women and one scheduled caste member.
Level of living standard	:	Fair for all families.
What are the developmental programmes for the village	:	(1) TRYSEM – 6 boys are under training.
No. and designations of Govt. Officers or Workers of all departments	:	(1) Gram-Sevak – 1. (Grampanchayat officer). (2) Police Patil – 1. (3) Primary teachers – 8. (4) Secondary teachers – 6. (5) Auxiliary Nurse – 1. (6) Multi-purpose worker–1. (7) Talathi – 1. (Village Revenue Officer)
Level of people's participation in educational as well as non-educational programme	:	(1) Villagers have developed a fullfilled secondary school entirely with popular contribution (Rs. 60,000) and voluntary labour. (2) Grampanchayat office: Popular contribution and labour. (3) Trees planted: 250. (4) Interest in developing village.
What are the life styles/ social norms obtained in the village	:	The life styles traditional.
Any special fair or mela organised in the village	:	1) Festival of Goddess Tukai for one month. 2) Ganesh festival

Kala-week Bahiraonath festival, Shivaji Birth celebration etc.

What are the groups or grouping pattern in the village : The houses of villagers are organised in lanes. Backward caste lane separate.

Number of educated persons:

	Boys	Girls
Graduate	5	–
Intermediate	5	–
High School	15	2
Primary	50	20
I.T.I.	2	–

Whether any educated person is unemployed, if so, the number:

Adult Education/N.F.E. Centre At present none.

Date of commencement of Centres : –

No. of learners enrolled under the : –

No. of learners who completed the literacy course (in old centres) : N.F.E. Centre: 46 girls.

No. of learners who passed the literacy course : 46 girls.

Whether Village Reading Centre opened : –

Whether Mahila Mandal opened : Yes.

Particulars of Instructor namely, qualifications, Training of all types : –

Constitution of Village Education Committee : None at present.

Support given by the Village Literacy Committee : –

Activities taken by Mahila Mandal : Mahila Mandal organizes health, scial and recreational activities.

Impact of N.F.E. : Women have become active.

Programme of the learners : Upto grade II to IV.

The Group was assigned the work of surveying the village of Kandhanpur, the profile of which is given at the end of this report. The survey was to be followed by an analysis of survey data, selection of special problems, preparation of materials, pre-testing and revision of the material so prepared. The Group did its best to complete the work together. The report of the work done is given below.

1. Preparation of Survey Tools

For the purpose of preparing survey tools the Group adopted the following format given in the ACCU's 'Guidebook for Development and Production of Materials for Neoliterates' –

The Group developed and adopted the following survey tool for identification of the problems in the village of Kandhanpur. It contains a few questions on the following 10 areas: (1) Food, (2) Clothing, (3) Housing, (4) Water, (5) Health, Recreation and Sports, (6) Environment and Population, (7) Communication, (8) Income, (9) Education, (10) Culture and Spiritual. It also shows that besides asking questions, the survey or has also got to make minute observations on the local conditions as regards clothing, housing, water, etc. The rural society was deeply spiritual, having their traditional worship, festivals, etc. It was also noticed that they had their own highly traditional values. Therefore, no questions on these aspects were included in the survey.

2. Field Visit (Survey) to a Village

After preparing the survey tools, the group visited the village. In the forenoon, it met a group of village people in the secondary school building. The group consisted of members of the youth organization and women's organization, the village leader, the health worker, the village worker, the school headmaster, and an agriculturist who had received onwards.

In the afternoon the members of the survey group divided themselves into 4 groups and met individual villagers in their houses, fields and work places for an in-depth study of the village problems. They also observed the life-style of the people awards.

3. Analysis of Field-Data

Each member of the group had identified certain problems in the village. He/she was required to write them down on a piece of paper along with the answer which he/she considered best. These slips were analysed by placing them aspect-wise on a large sheet of paper. A circle was drawn around the problems thus grouped in different circles. Then the problems were arranged in priority in each circle and suitable answers found on the basis of suggestions noted down on the slips.

4. Selection of Themes and Format

On a priority basis, the following topics were selected:

(a) Blanced diet for pregnant and lactating mothers,
(b) How to wash clothes,
(c) Ventilation, lighting and sanitation of houses,
(d) Pre-and post-natal care, with special focus on how to take care of infants,
(e) Prevention of jaundice and care of sick persons,
(f) Cooperative way of growing trees,
(g) Poultry-raising,
(h) Creating awareness about girls' education.

The various issues and solutions have been found on each.

The Group throught that they need to further narrow down the priority area. While doing so the selected areas should have bearing on the other problem areas also. They found that cooperative way of growing trees and poultry raising answered this requirement well. Growing trees was connected with better income, housing, better climate, fuel and fodder problems. The poultry was connected with health and better clothing due to extra tool and money it generates. It was thought poultry raising issue could be developed with women's education through adult education centre which would take care of low riteracy rate among women.

The next question was introducing the topics through an effective media. The Group throught it fit to have the following scheme:

(a) Poultry of Additional Income

Presented through Slide-Tape combination. It should include a note for the users.

(b) Trees are on Friends

Presented through Flipchart-tape combination. It should also included a note for the users.

The Group was of the view that the slide-tape programme should have about 40 slides and run for 15-20 minutes and the flipchart-tape programme should have 12 charts running over 6-7 minutes.

5. Development of New Prototype Materials and Improvement of AJP Materials

The Group developed the following materials

New Materials

1. Slide-Tape programme on 6 Poultry for Additional Income and a note for users.

2. Flipchart-tape programme on Trees Are Our Friends and a note for users.

To complete this work in two and a half days. The group jointly discussed the projects. It dealt with such issues as what should be the thrust area, who would do what, how it is the script writing, drawings, photography, slide preparation, narration, voice input, recording, directing, etc. would be completed. They then divided into two groups and summing against the time completed the work on time.

The group also developed Marathi versions of the project for pretesting in the field.

Improvement of AJP Material

The group was to improve a drama on 'Cooperative' prepared as AJP material. It was to be pretested in the field and improved on the basis of the feedback. It was, therefore, rendered in Marathi by the interpreters attached to the group.

6. Presentation of the Material to the Plenary Session Through Simulation

The slide-tape programme and the flipchart-tape programme were presented in the plenary session by the group members. It received much applause. These formats were first of their kind to be prepared in the ACCU Regional Workshop. The suggestions of the participants and evaluation by the Group members was as follows:

(a) Slide-tape : These are given for changing the slides should be melodious.

(i) The slide-tape is motivational in nature. For further knowledge, there should be a booklet on the subject.
(ii) At the end of the slide programme, there should be a suggestion that for further imformation and assistance, the Department

of Animal Husbandry should be contacted.

(iii) Sound effect should be given at proper places, such as chicken house, dance by women and playing of children, etc.

(iv) There is a need of better psychronisation of sound and slides and in some of the slides need to be more clear.

(b) Flipchart-tape

(i) Unnecessary part of the illustrations should be removed so as to draw the attention on the focus of illustrations.

(ii) There should be colour variation to break the monotory.

It was decided that the above suggestions should be examined and incorporated, wherever needed, after the feedback of the pretesting the materials in the field.

7. Field Testing of the Materials in a Village

The group prepared the materials for field testing since there was very little time lift after the plenary session, the suggestions provide by the participants could not be examined completing and incorporated in the materials.

Before pretesting, the group considered the mode of presentation of the materials in the field. It divided the responsibilities of presenting the materials and noting down the comments of the audience, who would handle the flip-chart, who would play the cassette, slidetape.

They also developed a 5 point questionnarie for protecting the slide-to on "Poultry for Additional xxxxx."

The methodology adopted for pre-testing the materials was as follows:

The Group established rapport with the villagers by chitchats and dancing with them. When the atmosphere was found conducive the Group and the audience divided themselves into two groups to pre-test the slide-tape and flipchart-tape. The audience at the presentation of the flipchart comprized about 25, 17 men and 8 women and at the presentation of slides about 50, with 40 women and 10 men. The latter programme was developed with women in mind, hence the large number of women. The responses of the viewers at the two programmes are as follows:

Slide-Tape

The theme was relevant the audience and the slides were clear and comprehensible except for two which were stated to be hazy. The narration was good. Viewers could not understand the significance of the musical interludes. They found the visuals and narrations very attractive. It was noticed by the pre-testing team that the prayer song was very much liked by the people. The whole set was appreciated by everybody.

The villagers did not make any positive suggestions. However, the pre-testing team observed that:

(a) The Marathi version of the slide-tape should have Marathi captions.

(b) Information about availability of assistance, technical and financial, should be incorporated.

(c) The two hazy slides should be replaced by clear ones.

Flipcharts-Tape

Whatever is shown in the flipcharts is all right. The theme is appropriate. All the charts are acceptable and realistic. The narration is clear. The music is good and pleasant. The whole set is motivating, interesting and creates awareness.

However, there were suggestions that two more illustrations could be included, which should show that the clouds come and go without dropping rain because there are no trees, and even wild animals have no shelter during the day. The villagers said they would undertake planting of trees if the government gave saplings free of cost. They wanted to have a copy of the tape for their use.

Group 'C' thought that there was no need to add two more flipcharts, since the message was very clear.

Adaptation of AJP Materials

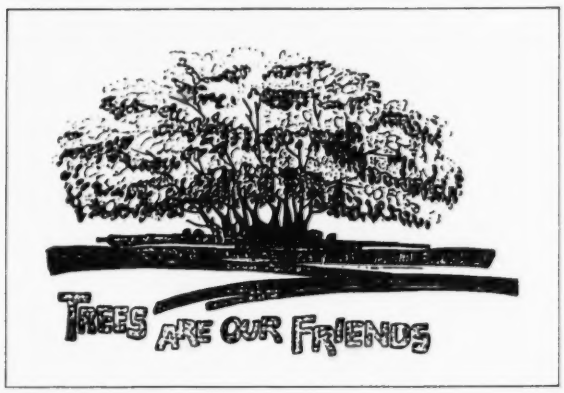
The AJP material 'drama on cooperative', was to be recorded at the studio of the radio station. But this could not be done. Therefore, it was recorded at SRC. It was found that the drama ran for 23 minutes which was a bit too long. The SRC decided to edit it first and then pre-test it in the field. The suggestions for adaptation would be given when the pre-testing was over.

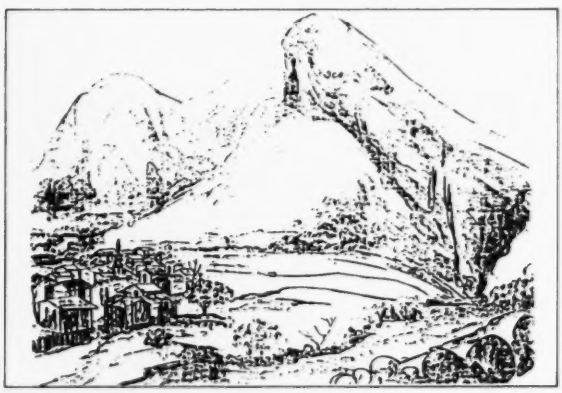
POULTRY FOR ADDITIONAL INCOME (slide kit)

NARRATION

slide No.	narration (sound effect)
	(Music in-and-out) (bell)
No.1	Poultry for additional income (music in-and-out) (bell)
No.2	In this village, people look very happy and healthy. (bell)
No.3	(music in-and-out) (bell)
No.4	(pray music in-and-out) But in the past, they were not so. How this transformation took place? The Secret lies in Adult Education. (bell)
No.5	A few years ago, a man from Animal Husbandry Department visited this village. He found the people raise chickens in old fashion. (bell)
No.6	There were no chicken houses. The people did not take proper care of their chickens. (bell)
No.7	The man from the Animal Husbandry Department gave the idea of raising the chickens in a better way. (bell)
No.8	These women listen to him carefully. (bell)
No.9	Family income increases through raising chickens. (bell)
No.10	(music in-and-out) First, build the chicken house with wood and stick or bamboo. It will protect your chicks from sun, rain, cold and enemies. (bell)
No.11	There should be enough light and ventilation (bell)
No.12	The chicken house should have some equipments like -a feeding box (bell)
No.13	(bell)
No.14	-a water pot (bell)
No.15	Lighting system with -electrical light (bell)
No.16	-or smokeless lamp
No.17	Temperature controller like -charcoal stove (bell)
No.18	-or kerosene stove or sack or straws (bell)
No.19	When the house is ready go to the Animal Husbandry Department and buy some chicks. (bell)
No.20	(music in-and-out) From one day to eight weeks feed the chicks with crushed rice and crushed grain crop. You can take this nutritious material from the Department of Animal Husbandry. (bell)
No.21	Give chicks a clean water which includes antibiotic and vitamin. (bell)
No.22	When the climate is cold warm the chicken house with lighting system, or cover it with sack or straws. (bell)
No.23	The chicken house should always be neat and clean. Remove the chicken drops with a broom stick. (bell)
No.24	In case any chick gets sick, quickly separate it from the rest. (bell)
No.25	In the fourth weeks cut the beaks of chicks. It will prevent them from hurting each other. (bell)
No.26	(music) Now your chickens are nine to 10 weeks old. Give them food which has more energy and has good amount of vitamin. (bell)
No.27	(bell)
No.28	(bell)
No.29	Make sure your chickens growing (bell)
No.30	In case your chicken dies, burn it quickly (bell)
No.31	Now your chickens are 20 weeks old and matured. They will lay eggs. Make nest for them from straws anywhere in the chicken house. (bell)
No.32	The chickens will give a large number of eggs (bell)
No.33	If you have more chickens you will have more income. (bell)
No.34	(music) Look at this woman. She acted on the advice of the man from the Animal Husbandry Department. They get fair price for their produce. (bell)
No.35	They buy more chicks and chick feed with their money. (bell)
No.36	See this lady and son. They take care of the chickens and clean the chicken house. (bell)
No.37	Poultry farming means additional income. Additional income means better life. (bell)

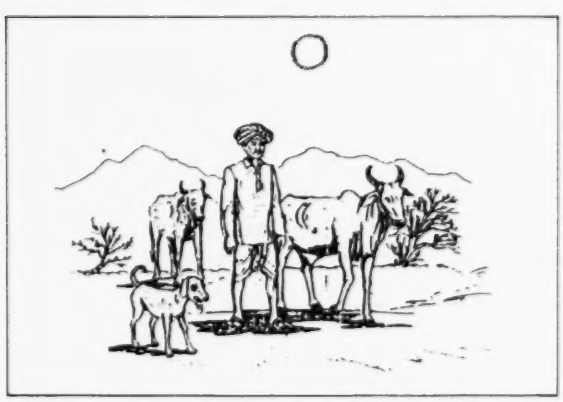
Trees are our friends (flip chart)



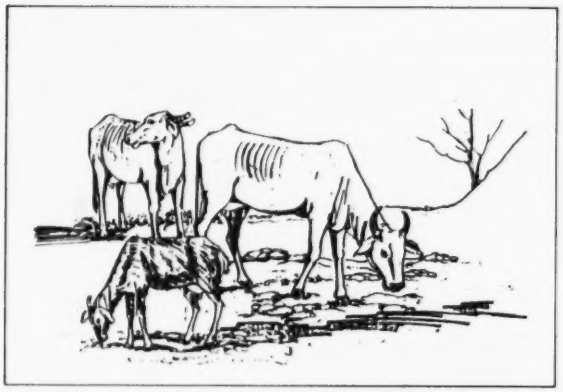


1. Look at this village with a background of brown hills.
   There are only a few green patches here and there. The trees have gone.

2. These women are in search of fuel but there is no fuel.
   There is no wood for building the houses.
   Since the wood is scare, the cost of implements of agriculture has gone up.



3. The sun heat mercilessly on animals and men. There are no shady trees to provide them shelter.



4. There are no bushes or fodder trees. The goats and other animals have very little to grow on. How can they produce meat and milk without enough food?

5. These are the young and old people of the village. They have come to discuss what they can do about the barren hills, about fuel, about timber for house and implement making. They are have come to discuss how to grow trees. They are forming a Committee to look into their problems and solve them.

6. The villagers are preparing the soil. They are digging the earth and making room for plants.

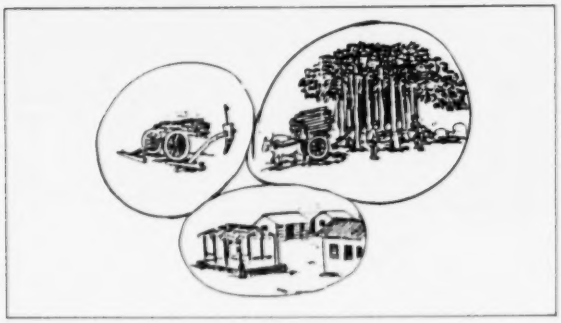
7. They are planting the sapplings grown in the village: some of the sapplings are for fruits, some for timber and some for fuel.

8. They should now water the small plants.
But there is not enough water.
Oh! there is way out.
The villagers have learnt about the drip irrigation. Look at the man he is putting a small pot with holes underneath.
He is putting it near the roots of the plant.
He will fill it up with water. Put some fertilizer if available.
He would add manure into the pot. It would dissolve and go down to the plants with water.

9. The villager's worry is yet not over.
The animal may eat the plants.
Man may walk over them and crush them.
So, they are fencing them.
Now this will save the plants from animals and human beings. Remember, it is the human beings who destroy the plant more.

10. The people of the village have worked hard for a year. The plants have grown taller and stronger. The hill sides have become green. The valley has turned green.

11. Two seasons of rain and spring have passed.
The villagers have now enough fuel.
The animals have enough fodder.
They rest under the trees.



12. Many summers and rainy seasons have passed.
The rural people have now enough timber for constructing their houses, for making the implements for agriculture.
The trees are part of the life of the villagers.
Let us grow them and protect them.

CHAPTER II

Paper Presentation for the Workshop

1. Unesco report
2. ACCU report
3. Country report
4. Resource Person's paper

Unesco report

Importance of Literacy Materials in the Context of APPEAL T.M. Sakya Education Adviser Executive Secretary of APPEAL Task Force

An American scholar has recently stated that Asia has emerged as the "globe's most dynamic economic region".[1]

An Asian scholar then observed and I quote, "In looking to the future, I believe that it is the capacity to learn that will determine, perhaps more than any other single factor, the viability, autonomy and integrity of Asian societies".[2]

It is to build that capacity for learning for the vast majority of the population in Asia and the Pacific that APPEAL has been launched.

Realizing the vital importance of mass education for the development of the Region, the Fifth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific (MINEDAP V) held in Thailand in 1985 unanimously adopted the Recommendation No. 10 calling the Unesco to prepare and launch "Asia-Pacific Programme of Education for All" (APPEAL).

The Twenty-third Session of the Unesco General Conference held in Sofia in 1985 endorsed the Recommendations of MINEDAP V and authorized the Director-General of Unesco to launch APPEAL.

The Regional Experts Meeting involving 22 Member States held in Bangkok in May 1986 prepared the "Asia-Pacific Programme of Education for All" (APPEAL) and it was officially launched by the Director-General of Unesco from New Delhi, India. on 23 February 1987.

The Asia-pacific Programme of Education for All (APPEAL) aims at Eradicating Illiteracy, Universalizing Primary Education and Providing Continuing Education by the year 2000.[3]

APPEAL is actually the outcome of common concern of all people in Asia and the Pacific to free the Region from the scourge of illiteracy by the turn of this century and it is an expression of a collective pledge and commitment by all the Member States in the Region to accomplish this gigantic task with vigour and dedication.

There is no lack of skeptics who says that APPEAL is a very ambitious programme.

But if we look at the rate of progress this Region is achieving in all fields including mass education, there are a lot of reassuring signs.

This Region has achieved tremendous progress in education in the last few decades. The the numbers of students and pupils in primary schools, secondary schools and in the higher education institutes have at least doubled in all the countries.

Taking the increase in the number of literates as an example we can notice that between 1970 and 1985, the number of literate people (15 years and above) has almost doubled. The number of literates in 1970 was 781 million and it increased to 1368 million in 1985. Similarly the rate of literacy in terms of percentage has also increased from 54 per cent in 1970 to 64 per cent in 1985.

But the matter does not rest there. There is also a negative aspect. The number of illiterates have also increased from 537 million in 1970 to 666 million in 1986. This shows that at present the rate at which people are gaining literacy in the Region is outstripped by the rate of population growth.

This also tells us that our effort in the field of primary education, literacy and continuing education do not match our needs.

Although there is tremendous increase in the primary school enrolment, the dropout rate in the primary schools are still very high in many countries in the Region. Our estimates show that during the last years of the decade of 70s, more than 25 million children dropped out of the schools each year before reaching grade IV.

We have to face the fact that the problem of the education of girls and women is a major stumbling block to achieve universalization of primary education and to the eradication of illiteracy in the Region. The absolute number of illiterates among the male population is already declining from 247 million in 1970 to 230 million in 1985, but this has been offset by the increase in the number of illiterates among females. The number of female illiterates increased from 390 million in 1970 to 415 million in 1985.[4]

So the message is very clear if the countries which have serious problem of illiteracy and primary education could address themselves to the problem of education girls and women and other disadvantaged population, the goal of achieving education for all will easily be achieved.

The research studies on human cognitive development have proved that literacy enhances people's think-

ing power and their cognitive faculties. The list of characteristics that accrue from literacy include objectivity, capacity for logical analysis and the capability of abstract thinking independent of context, holding individual opinion, a sense of history and of universalization. Literacy certainly includes reading, writing and arithmetic skills, but literacy is something bigger and deeper than the mere mechanical skills of reading and writing. Literacy is a potent form of consciousness. Once possessed it makes us better human beings. It frees us from the confines of ignorance and prejudice and allows our creative energies to flow unencumbered toward a search for a true meaning of our existence.

That is why the United Nations Charter has recognised it as a human right as well as a human needs.

The need to provide education for all was recognised in the beginning of 1960s. A scheme to make primary education free and compulsory under a Regional Programme known the Karachi Plan was launched in 1960. The Karachi Plan has helped many countries to develop their primary education system and to increase school enrolments. But the goal to make primary education free and compulsory by 1980 has not been attained.

All available information and data clearly indicate that the problems of illiteracy, low enrolment and retention in primary education are inter-related. Illiteracy is more widespread in those countries where primary enrolement are lowest and the children who are not enrolled in schools are the ones who will swell the ranks of adult illiterates in the future. The problem of drop-out in the primary schools is also very severe and children who drop out before completing the primary education cycle invariably relapse into illiteracy, if they are not provided learning opportunity through literacy and post-literacy programmes. An analysis of the interaction between UPE and Literacy Programmes is well illustrated in the APPEAL document.

Many countries in the region are already taking various measures to tackle these problems through formal and non-formal programme but their experiences show that the problems cannot be solved in an isolated manner. There is a need for an integrated approach to tackle all the inter-related issues.

Therefore, APPEAL has proposed a single comprehensive and integrated approach to attain the very significant goals of universalization of primary education and eradication of illiteracy together.

All studies and experiences have demonstrated that any attempt to provide education for all should have all three components: (i) primary education for the children; (ii) literacy programmes for the youth and adults; and (iii) continuing education.

APPEAL is a dynamic programme especially suited to the dynamic region of Asia and the Pacific.

Because of its dynamic nature, APPEAL has really become a regional programme relevant to all the Member States in the Region. This has been amply manifested by the support it has received by the Member States.

As you all know APPEAL was launched by Mr. Amadou Mahtar M'Bow, the Director-General of Unesco from New Delhi, India on 23 February 1987 in a very grand ceremony organized by the Government of India and Unesco.

Launching APPEAL Mr. M'Bow said, "It is high time to realize that ignorance, together with malnutrition and endemic diseases, are scourges which the whole community of humankind must confront shoulder to shoulder, and that, to this end, an increasing proportion of those immense human, material and technical resources now misspent upon war, destruction and death, should be devoted to them".

Druing the launching of APPEAL many Member States both developed and developing have sent a messages of congratulations and support to the Programme.

After the launching of APPEAL at the regional level, many Member States have been organizing seminar and workshop to launch APPEAL and to work out national plans of action to implement APPEAL.

I have had an oportunity to participate personally in the APPEAL launching ceremony in Bangladesh, China, and Malaysia. Other countries which have launched APPEAL are the Philippines and Indonesia.

So far, sixteen Member States have formed or designated National Co-ordination Mechanism for APPEAL, they are Australia, Bangladesh, China, India, Iran, Japan, Laos, Malaysia, Nepal, New Zealand, Pakistan, Philippines, Rep. of Korea, Samoa, Viet Nam and Thailand. China and Thailand have translated APPEAL in their national languages and disseminated it throughout their countries.

The Unesco Principal Regional Office for Asia and the Pacific invited all the National Co-ordinators of APPEAL to a Workshop in Chiangmai, Thailand, on 19-29 August 1987.

I am happy to say that the Director-General of Unesco himself attended a session of the Regional Workshop of National Co-ordinators underscoring the importance of the Workshop.

The Regional Workshop of National Co-ordinators have worked out an integrated and co-ordinated strategy to implement three Action Areas of APPEAL i.e. UPE, EOI and CE. It has also suggested guidelines for the preparation of National Plan of Actions for APPEAL and a framework for a Management Information System for APPEAL.

In order to implement APPEAL, Unesco is undertaking series of activities in co-operation with the Member States in the field of primary education, literacy and continuing education.

It is not necessary to mention in detail about all the activities here, but one activity is very relevant to the development of learning materials in general and to this "Fifth Regional Workshop on the Preparation of Neo-literate Materials in Asia and the Pacific" in particular.

A development of a systematic approach to the training of literacy and continuing education personnel is one of the key area of priority action indicated in APPEAL. In order to fulfill this task Unesco PROAP has organized a Regional Workshop on Development of Training Materials. The Regional Workshop has three phases.

Phase I and II has been completed in Bangkok and in Kathmandu recently, (22 September – 5 October 1987 in Bangkok and 6-14 October 1987 in Kathmandu). The Phase III will be held in 1988. The objectives of the workshop were:

(i) recommend appropriate national training management systems;
(ii) organize systems and materials for the training of trainers;
(iii) produce training materials to meet the special needs of groups not as yet adequately catered for current programmes;
(iv) produce training materials which complement existing training resources but do not duplicate them;
(v) help to strengthen the institutional infrastructure for the training in the countries.

Unesco has already initiated actions to set up a Training Network for APPEAL and a number of countries have already identified national focal points to link with the Network.

While developing, training manuals for the training of literacy personnel, the workshop found that unless there is a coherent and well planned functional literacy curriculum, the training manuals cannot be developed properly.

Therefore, the workshop has attempted to develop a set of guidelines to enable countries which may wish to do so to design and implement a literacy training curriculum acceptable to all agencies involved.

In designing the exemplary literacy training curriculum, the following criteria were considered.

- Functional content shows a logical development from concept to concept.
- Literacy skills are built progressively,
- The functional content is used mainly as vehicles for establishing literacy skills while at the same time raising consciousness about quality of life as a whole.
- The curriculum is planned concetrically to enable learners to repeatedly re-examine the main areas of functional content at deeper level of understanding through use the steadily improving literacy skills.
- The literacy skills are sequenced in levels of progression defined in terms of specified outcomes.

The workshop has developed curriculum grid as an example (attached in Annex I).

The workshop then selected four content areas in the curriculum grid and developed exemplary instructors/teacher training manuals attached with sample learners materials. One of the training manuals was field tested in Nepal and has been found it very effective.

Until all the phases of the workshop have been completed and all the manuals are tested and revised, we cannot claim any success, but many participants in the workshop felt that it was a very significant step towards developing a systematic literacy personnel training system.

While developing neo-literate materials both Unesco PROAP and ACCU have felt that there is a need for a curriculum or a learning plan which relates the literacy skills with functional topics at the same time which indicates the step by step progress towards a higher level of literacy skills as well as more complex levels of functional topics. We are quite aware that it is not an easy task to develop a curriculum which is suitable for all the countries in our Region which is known for its diversity and variety.

But we have to begin somewhere. It is also true that it is not panacea for all the problems.

We still have to think how to develop learning materials for the new literates for the organized type of classes and also for unorganized kind of learning activities.

I hope very much this Workshop will be of a great help to think for those issues.

More importantly this Workshop has to discuss and develop actual materials relevant to the variety of situation and needs represented by the participants in the workshop. Let us hope that we can progress further from where we were before through our joint efforts.

ANNEX I

Curriculum Structure (Curriculum Grid)

Content Areas \ Levels	Titles and Scope of Training Manuals								
	Level I (Basic Level)				Level II (Middle Level)			Level III (Self Learning Level)	
	I. 1	I. 2	I. 3	I. 4	II. 1	II. 2	II. 3	III. 1	III. 2
A. Family life	IA. 1 1 Family Members Their Roles & Responsi-bilities	IA. 2 5 Supplement-ing Family Income	IA. 3 9 Keeping the Family Healthy	IA. 4	IIA. 1 13 Family Needs & Budgeting	IIA. 2 17 Family Customs & Traditions	IIA. 3	IIIA. 1 21 Responsible Parenthood	IIIA. 2
B. Economic and Income	IB. 1 2 Work and Income	IB. 2 6 Daily Savings	IB. 3 10 Improved Agriculture	IB. 4	IIB. 1 14 Home Gardening	IIB. 2 18 Village Co-operatives	IIB. 3	IIIB. 1 22 Entrepreneur-ship	IIIB. 2
C. Health	IC. 1 3 Food and Nutrition	IC. 2 7 Daily Health	IC. 3 11 Common Diseases	IC. 4	IIC. 1 15 Health problems	IIC. 2 19 Community Health	IIC. 3	IIIC. 1 23 Health Services	IIIC. 2
D. Civic Consciousness	ID. 1 4 Rights and and Duties	ID. 2 8 Keeping the House Clean	ID. 3 12 Our Forests	ID. 4	IID. 1 16 Our Culture	IID. 2 20 All People are equal	IID. 3	IIID. 1 24 My Country	IIID. 2
E. Community life	IE. 1	etc.	etc.	etc.	etc.	etc.	etc.	etc.	etc.
F. Use of Leisure Time									
G.									
H.									

NOTE

1. Content Areas A-D meet the needs of most of the countries in Asia and Pacific in terms of functional content.
2. One or two additional content areas from E-H could be added to meet the needs of specific countries.
3. On each level of literacy skills I-III, topic areas have been included which represent concepts included in most literacy programmes in Asia and Pacific.
4. In each level of literacy skills I-III provision has been made for other additional or alternative topics to be included to meet specific needs of individual country.
5. In the example given above the titles of the training manuals have been numbered from 1-24 as a teaching sequence. This could represent a minimum requirement for a literacy curriculum. Individual countries may wish to substitute alternative titles, include additional titles or reader the teaching sequence.

ANNEX II

References

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ACCU report

ACCU Report on Literacy Programme in Asia and the Pacific

1. Characteristics of ACCU

(1) Legal status

Asian Cultural Centre for Unesco (ACCU) is a juristic body established in 1971 as a non-governmental organization of Japan.

(2) Purpose

The purpose of ACCU is to contribute to the promotion of book development, culture, literacy, and mutual understanding among people in Asia and the Pacific in line with principles of Unesco.

(3) Emphasis of activities

Emphasis of ACCU's activities has been placed on the joint programmes of Unesco Member States in Asia and the Pacific, devised by them as a practical way of co-operation among them.

2. Major fields of activities

(1) Literacy

- Development of materials for neo-literates
- Training of experts on development of materials for neo-literates

(2) Book development

- Co-production of children's book
- Training of experts on book production

(3) Culture

- Co-production of cultural materials (music tapes, cultural slides)
- Training of cultural personnel
- Organization of photo contest

3. Contents of ACCU's literacy programme

(1) Target audience – neo-literates

'Neo-literates' are those youths and adults who live in rural and city slum areas and who, mainly for finacial reasons, either did not have any primary school education or dropped out; who subsequently attended literacy classes and acquired only basic literacy skills (i.e. reading, writing and arithmetic); and who may relapse into illiteracy unless some appropriate literacy education or literacy materials are provided for them.

However, those target neo-literates for ACCU are inhabitants of the rural areas, so slum dwellers in urban areas are not included.

(2) Need for neo-literate materials

In the Asian/Pacific region, there live a vast number of neo-literates, and the number is increasing year by year. Those neo-literates, for the most part, live in the rural areas and are the driving force of the socio-economic development of each country. Social and economic development in the rural areas is indispensable to such development in each country as a whole.

For that reason, neo-literates need to learn practical knowledge for the improvement of the quality of life including production technology and primary science technology, etc.

4. Main programmes of development of materials for neo-literates

(1) Asian/Pacific joint production of prototype of materials for neo-literates (AJP)

ACCU organizes the Planning Meeting of Asian/Pacific Joint Production of Reading Materials for Neo-Literates with the participation of experts of Member States and representatives of Unesco Regional Office for Education in Asia and the Pacific (ROEAP) and produces prototypes of reading materials which is helpful for Member States to produce their own national language version.

Material so far produced under Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (1981-1986)

Format / Category	Booklet	Poster	Game	Electric media	Total
1. Health-1 Sanitation		– Sanitation – Everyone's Water – Charcoal Water Filter – Let's Wipe out Worms – Let's Make the Home Clean		– Pit Latrines for a Clean Village	6
2. Health-2 Nutrition	– Baby's Food – Mari & the Festival – Let's Eat Vegetables –		– A Balanced Diet (rotating peigraph) – Nutrition (card game)		4
3. Production	– Grow Mushroom – Raising Chickens – Bamboo Handicraft	– Home Gardening – Tree Planting	– Let's Plant Trees (step by step game)		6
4. Science	– Use of Gas from Daily Wastes	– Do You Know Numbers – Let's Safely Use Electricity			3
5. Culture			– Around Asia and the Pacific (sugoroku) – Animal Sugoroku – Proverb Card Game		3
6. Social and General	– The Life of Water – Cooperative for Better Life – Useful & Simple Knowledge for Everyday Living	– Let's Read – The River and Us – Public Pollution inside Bus	– Building up a Happy Community	– Water in Everyday Life (slide kit)	8
Total	9	12	7	2	30

1st Planning Meeting	1981 Tokyo,	16 persons
2nd Planning Meeting	1982 Tokyo,	5 persons
3rd Planning Meeting	1984 Tokyo,	6 persons
4th Planning Meeting	1987 Tokyo,	8 persons
5th Planning Meeting	1988 Tokyo	

ACCU has so far produced 30 kinds of prototypes of materials (English version) in co-operation with experts of participating countries and Unesco ROEAP.

Using the produced AJP prototypes, the respective participating countries make proper modifications according to their needs and specific situations, translate them into their national languages and publish them. 21 kinds have so far been published in the languages of 9 countries.

To promote the utilization and distribution of these prototypes in each country, the provision of positive films for national versions, the distribution of a guidebook for production of national versions, and the purchase of printed materials in national versions are being implemented by ACCU.

(2) Co-production of Guidebook for Development and Production of Materials for Neo-Literates

ACCU published, in November 1985, a Guidebook explaining easily and practically theory and technique for production of reading materials for neo-literates in co-operation with the experts of Member States as well as the representatives of ROEAP.

(3) Production of Collection of Model Materials for Neo-Literates in Asia and the Pacific

ACCU is now compiling a book of model collection of excellent reading materials from among materials for neo-literates produced in 12 Member States in Asia and the Pacific, in co-operation with ROEAP and Member States. The Model Collection will be published in the beginning of 1988.

(4) Awarding of ACCU Prize for Fully Illustrated Literacy Follow-up Materials

ACCU is inviting fully illustrated printed materials from respective Member States and award prize money to the excellent materials. So far 75 materials from 10 countries have been received by ACCU.

National Versions Classified by Country and Format

Country \ Format	Booklet	Poster	Electronic media	Games and others	Total
Bangladesh	3			1	4
China	3				3
India	1	3			4
Indonesia	5	4		3	12
Malaysia	4	4		1	9
Maldives					0
Napal	3	2		1	6
Pakistan					0
Papua New Guinea					0
Philippines	6			3	9
Thailand	2	2		1	5
Viet Nam	1	1			2
Total	28	16		10	54

5. Main programmes of training of experts on development of materials for neo-literates

(1) Organization of regional workshop

In co-operation with ROEAP and host countries, ACCU invites experts in producing materials for neo-literates from respective Member States and trains them practically on how to prepare and produce reading materials for neo-literates. The duration of the course is about 10 days, and the venue is in some participating country of the region, where field tests can be done.

1st Regional Workshop	1983 Tokyo & Laguna (Pilippines) 12 countries, 24 persons
2nd Regional Workshop	1984 Chiangmai (Thailand) 11 countries, 23 persons
3rd Regional Workshop	1985 Tokyo 11 countries, 18 persons
4th Regional Workshop	1986 Bandung (Indonesia) 7 countries, 16 persons
5th Regional Workshop	1987 Pune (India) 10 countries, 18 persons

(2) Sending of an international team of experts to national workshop organized by Member States

To train still greater numbers of literacy personnel in each country, ACCU sends a team of experts from Asian/Pacific countries to national workshop organized by each country, in which lectures and exercises are given on the spot to personnel in charge of production of neo-literate materials.

1st National Workshop	1986 Kathmandu (Nepal), 36 persons
2nd National Workshop	1986 Bandung (Indonesia), 30 persons
3rd National Workshop	Fujian (China), 34 persons

Country report

CHINA

Brief Introduction of the Development and Publication of Literacy Follow-up Materials in China

The Chinese government has always been consistent in attaching importance to literacy follow-up adult education, especially in rural areas. In October last year, the delegate of our country briefed the situation and experience in the development and publication of literacy follow-up materials in China the Fourth Regional Workshop held in Bandung Indonesia. Since then, further efforts have been made to improve the work in China's adult educationa and publication circles.

In China, the generally accepted standard of literacy is that people, whose native language is Chinese, can recognize more than 1500 Chinese characters, having the preliminary abilities of reading, writing and reckoning, i.e. they can read local newspapers and oridinary documents, can write such practical papers as letters and contracts, can calculate with an abacus or a pen. Literacy follow-up education refers to the sparetime elementary education of adult neo-literates which is closely connected with the stage of eradication of illiteracy, aiming at the further raising-up of their reading and writing abilities and the level of their cultural and scientific knowledge. In the process of education of neo-literates, dissemination of scientific and technical knowledge should be combined with the practical needs of their productive labour and daily life in order to raise their ability of adapting themselves to modern life and their labour skills, thus making preparations for their secondary vocational and technical education. This forms the basis of our work in neo-literate education and the development and publication of literacy follow-up materials.

With the development of rural economy, farmers in our country have ever-increasing demands for raising their cultural and scientific level and mastering new, advanced productive techniques, as a result night schools and peasant sparetime schools are springing up like mushrooms. For example, only in Hebei province there are more than 37,000 night schools and peasant sparetime schools run by townships and villages. There is such a kind of school in rural areas among an average of 1200 people. The main task of these schools is to offer literacy follow-up education. To meet the needs of this stituation, several scores of sets of elementary materials for peasant sparetime courses and secondary vocational and technical courses have been compiled and published under the guidance and organization of the State Education Commission and other government departments such as the Ministry of Agriculture, Animal Husbandry and Fisheries and the Ministry of Forestry.

In addition, systematic and non-systematic cultural and technical materials with local features have been developed and printed by the educational bodies in various provinces, municipalities, autonomous regions as well as prefectures and counties under each province. These materials and their relevant suplementary materials cover a wide range of contents, including Chinese language, arithmetic, farming, animal husbandry, forestry, aquatic products industry, agricultural machinery, family planning, etc.

Addition to classroom teaching in sparetime school, the main form in literacy follow-up education is to encourage people's initiative of self-study with appropriate reading materials provided timely. In recent years, our central government and government departments at various levels attached much importance to publishing newspapers and magazines intended for neoliterate farmers. According to incomplete statistics, there are 31 newspapers and 145 journals circulated all over the country. There are also journals published in all provinces, municipalities and autonomous regions to guide adult education, among which 11 are circulated throughout the country. Literacy follow-up education, including the development and publication of literacy follow-up materials, is one of the important problems much discussed in these journals. Publishing organizations pay an ever-increasing attention to publishing popular consumption books concerning humanities, social economy, politics and law, science and technology, agriculture, forestry, fishery and animal husbandry as well as family planning, public health and medicine, which are appropriate for neo-literate farmers to read. Related government departments at various levels have printed different kinds of hanging charts, pictorial posters, leaflets with vivid illustrations popularizing knowledge of productive skills, traffic safety, family planning, public health, social security and law, and have had them distributed among peasants or posted at public places. Audio-visual materials for neo-literates have had a rapid development recently. Most of these materials are the fruits of co-operation between radio and TV stations and educational departments, with a feature of teaching through entertaining, i.e. educational contents expressed in the form of artistic performance, and achieving good results.

In China, literacy follow-up education, like the cause of education as a whole, is now becoming a part and parcel of the whole public affairs. The development of literary follow-up materials has attracted attentions not only from educational departments but also from other government departments and various mass organizations. Special importance has been given to the scientific and technical materials which are closely relat-

ed with the development of rural economic development, and a new tendency has emerged in which such different departments and units as education, economy, science and technology, and publishing bodies take part in the development and publication of these materials through joint efforts. Take Hebel province as an example. Proposed by the provincial education commission, a programme to publish a journal entitled Rural Practical Science and Technology has been worked out. For the implementation of this programme, an editorial board composed of experts and specialists of different fields has been organized with Professor Liu Taixin, Doctor of bilogy and President of Hebei Teachers' College, as editor in chief. The main purpose of this programme is to popularize scientific and technical knowledge to meet the needs of rural economic development among farmers (both male and female) with preliminary literacy and even more advanced knowledge. It consists of two sections (of elementary and secondary level) and is now published periodically and will come out in series in accordance with future concrete conditions. After the proposal of this programme, it won immediate supports from various departments in the province with many specialists, engineers and agronomists as participants. Meanwhile, it was also warmly welcomed by many prefectures and counties and farmers as well. This programme is really promissing.

China is a country with many nationalities. In comparison with Han nationality, the task of eradication of illiteracy is heavier in minority nationality regions. In recent years, some literacy follow-up reading materials were published in some minority nationality languages such as Mongolian, Tibetan, Uygur, and Korean.

For the cause of the development and publication of literacy follow-up materials, we are willing to take part in the workshop and co-operative programmes held by UNESCO and its related organizations such as the UNESCO Regional Office for Education in Asia and the Pacific (ROEAP) and the Asian Cultural Centre for UNESCO (ACCU). After the Fourth Regional workshop on the preparation of literacy follow-up materials, with the approval of the State Education Commission and authorization by the Chinese National Commission for UNESCO and the Department of Adult Education under the State Education Commission, the education commissions of Henan and Fujian provinces carried out the following follow-up activitites:

(i) The education commission of Henan province reprinted 3 materials prepared by ACCU (Foods for Babies. Circulation and Utilization of Water, Source and Use of Marsh Gas).

(ii) The education commission of Henan province held a seminar on the compiling of literacy follow-up materials in April at Luoyang city.

(iii) The education commission of Fujian province organized a national training workshop for personnel involved in the fields of literacy follow-up material development. During this workshop, a set of new, prototype materials (15 articles in 8 different kinds) were produced. We are grateful for the guidance and sponsoring from ROEAP and ACCU.

Hereafter, we will continue to do a better work on the development and publication of literacy follow-up materials.

(1) We will continue to deepen the understanding of the importance of this work so as to promote its further development. We will organize specialists of this field and extensively draw help and support from specialists in other fields. This cause has emerged a good tendency. What is needed now is the co-operation between different departments and regions, the strengthening of the guidance of the state, boosting it to a new stage of development.

(2) As for the contents of the literacy follow-up materials, stress should be laid on practicability and applicability to meet the needs of neo-literates in productive labour and everyday life. The materials should focus on the spreading of production techniques and the fostering of reading and writing abilities, serving as a guidance of daily life and social activities.

(3) The materials should be varied in forms. We should develop materials including textbooks for classroom use, suplementary reading materials for self-study after class, and non-books as well, such as hanging charts, pictorial posters and the like. We should also produce audio-visual materials and suplementary materials for game-playing. For the consideration of a close connection with the illiteracy-eradication stage, the language used in these materials should be simple to read and easy to understand with vivid illustrations, thus producing practical results.

(4) We will strengthen our contacts with foreign countries, take an active part in international cooperation, especially cooperation with UNESCO and ACCU and ROEAP. We are willing to exchange experience and information with countries in Asia and the Pacific regions. We will introduce materials developed by ACCU and other countries to China in the light of practical demand of our country. Meanwhile, we are very delighted to present our

materials to colleagues participating the workshop.

INDIA

A Note on Samples of Materials Prepared in Karnataka for Neo-Literates.

Introduction

Illiteracy was considered as one of the reversing forces in the post-independent period. The National leaders commonly agreed to eradicate illiteracy by calling the social organizations, which were involved in imparting literacy for adult learners. Civilization had proved by that time that the literacy could bring a better life, sophistication and improving behavioural aspects in man's living conditions. India, which was under the rule of colonial power had to fight very hard in order to develop its socio-economic and cultural dimensions. Soonafter the independence, the voluntary organizations, which were involved in freedom struggle diverted their attention towards the immediate requirements of the society. Illiteracy was one of the most pressing problems of the society. Hence, many voluntary organisations concentrated their activities towards eradicating illiteracy. To cite an example, few organizations like Literacy House, Lucknow (U.P), Grama Shikshana Mohim, Maharashtra, Mahboobnagar Experments, Social Revolution in Kerala, Karnataka State Adult Education Council, Mysore and Jamia Milia Islamia, New Delhi were doing commandable services and they were arranging night schools in the rural areas in order to give literacy to the illiterate masses. The organisors of these institutions had to prepare a broad outlay of adult education, giving importance to literacy and functionality. However, later, they started incorporating the topics like health, hygiene, civics, elementary politics, social reforms, family budgets, elementary economics, problems of education in India, Indian history, science and society, man and the World, history of World civilization, etc.

It is very difficult to say that scientific methodology was adopted for preparation of text books for neo-literates. In the beginning, literacy was the only main area concentrated upon. Hence, the traditional method of teaching Alphabets was in practice. Soon the learners started loosing their interest in attending the night schools. In order to inculcate interest among the learners and also to provide them integrated and knowledge oriented education, the organisations like UNESCO has come forward to conduct workshops to prepare basic literacy materials. Due to the methodology introduced by 'Saragudshinskey', a new kind of material was evolved. The material producers have adopted synthetic method as opposed to analytical method which was in use till then. Text books were prepared by using the word method all over the country. The familiar words were taken as seed/core words and based on these words, a concept was built around and the additional information were provided, although alphabets were cumulatively graded in order to ensure feed-back. This method failed to attract the instructors for various reasons. One of the major draw-backs, was that this method demands the instructor to coin the additional words on his own. Unless the instructors are very good, in generating such cumulative words, the method will not see the success. As an information feeding unit, each lesson succeeds but they failed in developing the reading and writing skills. The linguistic skill oriented activities were restricted at this stage. Enough accommodation were not made within text book to develop basic skills like reading and writing, unless the instructors do it in class room. Since efficient training has not been given for the instructors in this methodology, the evaluation reports have proved that the methodology has not been adopted by the instructors, instead, they resorted for eclict approach which combines both analytical and synthetic methods. At the third stage, a new methodology was evolved based on shape similarity and contrastive perception. This method helps for Indian scripts for the simple reason that most of the Indian scripts showed a lot of similarity with a slight contrast. This method accounts more on developing recognition, identification and discremination of alphabets and more suitable for rapid courses. However, one of the major draw-backs is that it fails in generating familiar words for neo-literates.

Some of the very important neo-literates/text books prepared by the Karnataka State Adult Education Councial, Mysore has been listed out below:

1. **BAA ANNA ODU KALI (Come brother learn to read)**

   Purpose:

   The text aims at imparting basic literacy to the adult learners for both male and female. The text is prepared based on the synthetic approach. The familiar words drawn from the rural areas were mostly related to farming community and they were extensively used in the text. Illustrations have been provided in order to enable the learner to associate with key words.

   Content:

   There is nothing like specific selection from the content part of it although whole text randomly tried to cover the rural community, & the areas like agriculture, rural festival, family concern, religious ideas, patriatism, etc.

Date:
1943.

Quantity of production:
1,000,000 copies.

Producing organ:
Karnataka State Adult Education Council.

Utilization:
Supplied to the night classes organized by the Karnataka State Adult Education Council and other voluntary Agencies involved in Adult Education Programme.

Evaluation:
After the administration of the text in the night schools, it has revealed that proper methodology has not been adopted by the instructors due to lack of proper training and the correct use of text book. Although the text was prepared based on word method, most of the centres resorted to teaching, through letter method. It has also revealed that the content has to be made much more integrated given more importance to the immediate requirements of the learners keeping in view the changing conditions.

2. **IDANNU ODANNA (Hey brother read this)**

Purpose:
This is a kind of supplementary material, which aims at feed-back to the first primer and accommodates more provision for reading practice. The geminater and cluster formation have been taken up in this text, whereas, only basic letters were accounted in the first primer.

Content:
Text provides comparatively broader scope to cover various areas. Contents have been drawn from rural life, religious ceremonies, mythalogical stories, social aspects, scientific areas, moral stories, etc.

Date:
1943.

Quantity of production:
1,000,000 copies.

Producing organ:
Karnataka State Adult Education Council

Utilization:
Supplied to the night schools conducted by the Adult Education Council and other voluntary agencies involved in Adult Education Programme.

Evaluation:
The evaluation results have shown that this primer could sustain interest of the learners.

3. **VAYASKARU ODUVA PUSTHAKA (Adults reading book)**

Purpose:
Follow-up literacy text - it aims at retaining literacy skill acquired by the adult learners.

Content:
Relatively this text shows useful approach in selecting contents compared to other texts. The content ranges from local conditions to national issues, responsibility to prospective social aspect, scientific innovations, ethical values, rational approaches.

Date:
1943.

Quantity of production:
1,000,000 copies

Producing organ:
Karnataka State Adult Education Council.

Utilisation:
Supplied to the night schools conducted both by the Adult Education Council and other voluntary agencies.

Evaluation:
The evaluation report shows that the text has been extensively used by the neo-literates as a follow-up material. It sustains the interest of the learners because of its variety of content. However, it is also felt that the text could have been printed in a much more attractive design using bold letterrs.

In addition to the above follow-up literacy texts, the Karnataka State Adult Education Council has brought out the series of follow-up literacy booklets based on various aspects. This amounts to about 150 titles. These booklets were provided through rural library movement established by the Karnataka State Adult Education Council. Apart from these titles, the Adult Education Council has also brought out the popular Kannada classics in simple language, which would be comprehensible by the neo-literates. The Adult Education Council has also brought out the weekly, namely 'BELAKU' (Light) and a monthly, PUSTHAKA PRAPANCHA (World of Books) on the model of Readers Digest. Both the magazines aims at to neo-literates in their layout and content and linguistic reperotire.

State Resource Centre and its Activities

The State Resource Centre was established in 1979 under the auspices of Government of India in the Ministry of Human Resource Development and affiliated to the Karnataka State Adult Education Council, Mysore (Karnataka). The State Resource Centre has been thrusted with the responsibility of producing texts for neo-literates. After reviewing the already existing texts, the Research Unit of the State Resource Centre has revised the earlier texts thoroughly keeping in view the guidelines and suggestions made by the UNESCO workshop. The texts prepared by the State Resource Centre are much more scientific in the sense that they have got up proper gradation, selection and presentation. The twin proof of simple to complex and known to unknown was also adopted for the benefit of the cliental.

Following are the materials produced by the State Resource Center (from 1979):

1. **KALIYONA BAA (Come let us learn)**

Purpose:
To enable the literate to acquire literacy and awareness and functionality.

Content:
The immediate surroundings of the learner, his issues, regional importance, climatic conditions, developmental informations, social obligation, cooperative ventures, social responsibilities, etc.

Date:
1979.

Quantity of production:
1,800,000 copies.

Producing organ:
Karnataka State Adult Education Council.

Utilization:
Supplied to the centres run by the Department of Adult Education, Adult Education Council and other voluntary agencies, involved in adult education programme under National Adult Education Programme.

Evaluation:
The text showed the remarkable progress among the learners. Lot of information regarding the developmental activities, contains larger area in the text which was accepted by the learners. However, regarding the methodology of script teaching, lot of reservations have been made by the learners.

2. **BAA THAYI KALIYONA (Come mother let us learn)**

Purpose:
This is the first text exclusively prepared for neo-literates among women keeping in view the requirements of women literates. While enabling them to acquire literacy, it also creates awareness among the women-folk about their day-to-day responsibilities and duties.

Date:
1981.

Quantity of production:
5,00,000 copies.

Producing organ:
Karnataka State Adult Education Council.

Utilization:
Supplied to the women adult education centres run both by the Directorate of Adult Education and the Adult Education Council along with other voluntary agencies involved in the programme.

Evaluation:
Evaluation results reveals that the text has been found useful for women neo-literates because of its variety in contents.

3. **THILIYONA BAA (Come let us understand)**

Purpose:
This is a supplementary reader, which aims at to retain reading and writing skills along with awareness and functionality.

Content:
The content of the text varies from regional importance, flora-phona, problems of women, family welfare, constitutional organizations, fundamental rights etc. Lessons are packed with lot of information. The text leaves information as if it has been prepared for formal education.

Date:
1980

Quantity:
5,00,000 copies.

Producing organ:
Karanataka Stete Adult Education Council.

Utilization:
Supplied to the centres run by the Directorate

of Adult Education as well as the Adult Education Council along with other voluntary agencies.

Evaluation:
The evaluation reveals that leassons are bit heavy and redundant for neo-literates. Based on this evaluation, this text has been further revised.

4. BALINA BELAKU (Light for life)

Purpose:
To enable the neo-literates to retain literacy, it has been developed further.

Content:
Ranges from family surroundings, children education, health and hygiene, environmental protection, women problems, regional herritage and constitutional rights.

Date:
1985.

Quantity:
2,00,000 copies.

Producing Organ:
Karnataka State Adult Education Council.

Utilization:
Supplied to the centres run by the Directorate of Adult Education and the Adult Education Council along with other voluntary agencies.

5. ABHYASA PUSTHAKA (Practice book)

Purpose:
This book aims at to enable the learner to have mostery over the reading and writing skills and numeracy skills. The whole book has been prepared based on basic literacy texts. Accommodation has been made for various kinds of exercises like, fill-in the blanks, generation of new words, association of word with illustrations derivation of new sentences with the help of key words, formation of meaningful sentences by arranging words, recognition of basic numeracy through pictures etc.

Date:
1981.

Producing Organ:
Karnataka State Adult Education Council.

Utilization:
Supplied to the centres run both by the Department and the Adult Education Council along with other voluntary agencies.

Quantity:
1,00,000 copies.

Evaluation:
This practice book is found more useful and visible.

6. BADUKINA DARI (Path to life)

Purpose:
This text aims at to enable the learner to acquire the higher skills like letter correspondences, writing application, filling-up pro-formas in their day-to-day requirements. It provides them a proto-model to adopt for such correspondences.

Date:
1985.

Quantity:
200,000 copies.

Producing organ:
Karnataka State Adult Education Council.

Utilization:
Supplied to the centres run by the Adult Education Council and the Directorate of Adult Education.

Evaluation:
The evaluation results shows that this text is more useful from the practical point of view.

7. VYAVAHARA GANITHA (Simple arithmetic)

Purpose:
Aims at imparting basic numeracy, simple calculations like additions, subtraction, multiplication, and division have been counted with very familiar examples. Fraction and higher level digits have also been introduced. The original use of cordinal numerals for various purposes like time, weighing, currency and period in space has slso been included.

Date:
1980.

Quantity:
1,000,000 cipies.

Producing organ:
Karnataka State Adult Education Council.

Utilization:
Supplied to all the centres run by the Adult Education Council as well as the Directorate of Adult Education along with other voluntary agencies.

Evaluation:
The evaluation result reveals that the arithmetic is made easy for neo-literates.

8. ODUVA HALEGALU (Reading cards)

Purpose:
Supplementary reading material based on basic literacy text. It enables the learner to develop skills.

Content:
Content is in commensuration with the basic primer.

Date:
1982.

Quantity:
200,000 copies.

Producing organ:
Karnataka State Adult Education Council.

Utilization:
Supplied to all the Adult Education Centres run by the Adult Education Council and the Directorate along with other voluntary agencies.

Evaluation:
The evaluation result shows that these flash cards are quite useful for reading from the point of their presentation.

9. Literacy Kit:

The Literacy Kit contains the following literacy materials:

(a) Odukali (Learn to read)
(b) Thiliyona Banni (Come let us know)
(c) Sulaba Lekkachara (Simple arithmetics)
(d) Bodhakara Kaipidi (Teachers' manual)
(e) Moulyamapana Namoone (Evaluation Sheet)

Purpose:
The Literacy Kits aims at providing the necessary literacy material for the neo-literates under M.P.F.L programme.

Content:
It contains the basic literacy text, followed by numeracy text, functionality text and teachers' manual and evaluation sheet.

Date:
1986.

Quantity:
100,000 copies.

Producing organ:
State Resource Centre.

Utilization:
Supplied to the student volunteers under Mass Programme for Functional Literacy launched by the Govt. of India. This involves the Universities NSS and NCC student volunteers. The student volunteers will identify the literates in their college proximity and impart the instruction.

Evaluation:
Since the scheme is in its initial phase, no complete evaluation feed-back has been obtained. However, with the limited available evaluation informations, the scheme has generated interest among the youths at formal education level.

10. BALADEEPA (Light for life)

Purpose:
The text aims at imparting literacy skills to the neo-literates.

Content:
No specific area of content has been included in this text. This text has been prepared on the basis of shape, similiarity and contrastive, prospective. It aims at developing in reading and writing skills.

Date:
1985.

Quantity:
350,000 cipies.

Producing organ:
Directorate of Adult Education, Govt. of Karnataka.

Utilization:
This text is used for 'AKSHARASENA, which is an Adult Education Programme in Karnataka State.

Evaluation:
No evaluation reports are available.

11. **BADUKU BANGARA (Prosperous life)**

Purpose:
It aims at feed-back, awareness and functionality.

Content:
This text covers the developmental programmes, co-operative movement, health and hygiene, family welfare, environmental protection etc.

Date:
1985.

Quantity:
350,000 copies.

Producing Organ:
The Directorate of Adult Education, Government of Karnataka, Bangalore.

Utilization:
This text is used for 'Aksharasena Programme undertaken by the Directorate of Adult Education.

Evaluation:
No evaluation reports are forthcoming.

12. **SHIKSHAKARA CHARCHAMSA KAIPIDI (Instructors discussion manual)**

Purpose:
This manual aims at providing necessary information regarding the rural society and its occupation.

Content:
It has integrated most of the rural productive activities along with subsidiary incoming geneating activities. Animal Husbandry, Fertilizer, management of soil and water, adoption of better practice of cultivation, soil testing, dry land development, pesticides have been provided with latest information. In addition to this, information on facilities given by the Government, cooperative movement, marketing etc, has been given.

Date:
1985.

Quantity:
1,000 copies.

Producing organ:
State Resource Centre.

Utilization:
Used only in experimental centres.

Evaluation:
No feed-back.

Apart from all these material, three illustrative booklets have been brought out on fertilizer, soil-testing, unity in strength. These booklets aims at incorporating the concepts concern through illustrations.

INDONESIA

Brief Report on AJP Materials in Indonesia

1. Under financial assistance from ACCU we have printed and distributed 5 titles of AJP materials to District Learning Centres throughout Indonesia i.e.:

    1. Sugoroku game
    2. Poster on Sanitation
    3. Poster on Tree Planting
    4. Booklet on The Life of Water
    5. Booklet on Chicken Raising

The materials above have been widely utilized in many learning groups managed by the District Learning Centres. Some directly used but some through modification by the District Learning Centres.

2. We have also translated and printed the Guide Book on Development and Production of Materials for Neo-literates also under financial assistance from ACCU.

The translation of the Guidebooks have been distributed to:

(i) All District Learning Centres throughout Indonesia (204 District Learning Centres)
(ii) All Community Education Provincial Offices throughout Indonesia (27 provinces)
(iii) Other relevant institutions

The Guidebooks are very helpful for them in developing package A Supplements. For example see the report on a Case Study on Package A Supplements done by Ibrahim Yunus recently. Now we are going to reprint the Guidebooks based on the request from 12 departments of non-formal education in 12 Universities and Colleges.

3. At the end of this year, we are going to translate and modify 3 titles of AJP materials and print them.

4. Director General of Non-formal Education, Youth and Sports, Ministry of Education and Culture, has appointed our Centre (Jayagiri Centre) to be the liaison or contact institution for any cooperation in developing and producing materials for neo-literates.

MALAYSIA

Programme on Literacy Follow-Up Materials Production in Malaysia

Introduction

The Functional Literacy Programme in Malaysia was started in 1973 as a continuing programme of Mass Literacy Programme launched in 1961. It was a new approach in literacy education with two pronged objectives, to acquire basic literacy skills in the 3 R's and to improve the quality of life. Reading and writing are considered as aids in the process of helping the individual and the group to improve their creative thinking in health, productivity, social and economic status.

1. Since the launching of the National Mass Literacy and Functional Literacy Programme by the Community Development Division Ministry of National and Rural Development, the programme had reached more than 1 million illiterates. The number of illiterate people decreased markedly in most of the states in the country.

2. According to research studies in literacy skill, there were some indicators that neo-literate people relapse into illiteracy and that grade IV graduates relapse into illiteracy after 3 years if there were nothing to read for them.

3. It was also apparent that most reading materials and development media were more urban oriented, publishers and writers more inclined to profit motivated in publishing and writing materials.

4. It was found that there were very few materials published for neo-literates in the rural communities which were appropriate for neo-literates. It is therefore very important that a national training programme should be organized on literacy follow-up materials production in order to help literacy personnel to produce more effective and appropriate materials for their neo-literates.

Development and Utilization of Teaching and Reading Materials for the Literacy Programme.

In 1984 the Community Development Department had developed a package of teaching/reading materials consisting of 4 sets both for the teachers and the learners. Descriptions are as follows:

Set A: The set contains 9 sheets of coloured photos. Each sheet consists of one main photo and two smaller photos relevant to the main one. All together there are 27 coloured photos.

The contents of the book are based on the aspects of economic, health and civics. Under economic aspect it covers the topic of how to raise additional income e.g. through vegetable farming, poultry raising and fresh water fish rearing.

Under the aspect of health, the topics covered are food and nutrition, balance of diet and family life education.

Under the aspects of civics, the topics covered are neighbourhood, cooperation among folks, behaviour, work ethic and understanding the national flag.

Teaching Manual

Guidelines for discussion regarding the photos/ posters are provided. This enable the Community Development Workers to extend and discuss the relevant topics with their students. Besides that, the Community Development Workers are encouraged to add in new points of discussion regarding the topics where ever possible. This means wider scopes can be covered.

Set B: (Student's set)

This set is the same as set 'A' except that it doesn't have guidelines for discussion regarding the photos overleaf.

Set C: This is student's worksheet relating to the relevant photos discussed and written exercise for the students.

Set D: (Community development worker's set)

This set is only meant for Community Development Worker's guides and references. It contains 261 pages, comprising 5 sections i.e. religion and civics, health, agriculture, handicrafts and food recipes. These provide additional information and discussion can be extended.

The First National Workshop on the Preparation of Teaching and Learning Material for Literacy Programme for Women in Rural Area were jointly organized by Unesco Paris, the Community Development Division (KEMAS), Ministry of National and Rural Development, Malaysia; Unesco Regional Office for Education in Asia and Pacific (ROEAP) and the Malaysian National Commission for Unesco.

The workshop was held in the Asia and Pacific Development Center, Kuala Lumpur, from 14 to 26 January, 1985, and was attended by 40 participants and 4 consultants from Unesco Paris, Unesco ROEAP, Indonesia and ACCU.

This workshop was a follow-up activity of the Second Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific (Chiangmai, Thailand, 3-12 October 1984) organized by ACCU.

The workshop aimed at:

a) giving technical knowledge in preparing literacy materials to the participants;
b) exposing the techniques in accessing literacy materials;
c) determining the materials produced were suitable to the target group of the programme;
d) compiling a programme at the national level in the production of teaching and learning literacy materials and;
e) adapting and field-testing the materials produced in the course of the workshop by the participants and produced under the Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Area (AJP materials).

At the end of the workshop 5 new materials were produced consisting of booklet, flip cahrt, audio cassette, leaflet and photo novella. The workshop successfully adapted 3 booklets, 4 posters and 1 game (sugoroku) from the AJP materials.

In 1986 2 regional workshops were organised in Sabah and Sarawak as a follow up activities of the national workshop in 1985. In both workshops 43 materials were developed consisting of booklets, pamphlets, posters, audio and flip charts. This year 2 workshop have been planned in Sabah and Sarawak for supervisors and teachers at the district level.

Adaptation, Evaluation and Dissemination of Asia-Pacific Joint Production (AJP materials)

In 1985 during the national workshop, 7 AJP materials were adapted andthe following 5 materials were printed and disseminated in 1986.

1. MABELDAM (SUGOROKU).
2. Water in Everyday Life
3. Clean and Useful Compound
4. Home Gardening
5. Charcoal Water Filter.

The 5 AJP materials were pretested during the regional workshop in Sabah and Sarawak before final printing and dessiminat ion.

The pretesting showed a fevourable feedback and following the workshop modifications in lettering and drawing were made. In November 1985 the 5 materials were printed for 500 copies for each title. At the end of 1986 all the 400 functional literacy classes in Sabah and Sarawak have received and utilized the materials as teaching and for discussion. The feedback and evalution from the 4,000 functional literacy participants of various ages in Sabah and Sarawak showed that the poster entitled "Charcoal Water Filter" is well received by the participants and very practical in rural areas.

The Community Development Department in Sarawak with the assistance of Health Department has developed a scheme to provide participants with materials to construct charcoal water filter for each one of the participant who are interested. The printed AJP materials were also disseminated to other agencies such as Helth Department, Agriculture, Veterinary and Universities. In Sabah and Sarawak more copies of "Charcoal Water Filter" will be printed to be used by the participants of Home Economics Programmes.

Development and Utilization of Teaching and Reading Material for the Literacy Programme 1987.

In 1987, the Community Development had developed 3 booklet of teaching/reading material for teachers and learners. The 3 booklet are;

1. Menternak ikan Menambah Pendapatan.
   (Raising Fish For Extra Income)
2. Sajian Makanan Seimbang.
   (Ballance Diet)
3. Kaki (Foot)
4. Keluarga Kak Timah Yang Sehat. (under printing.)
   (Healthy Family)
5. Gotong Royong. (under printing.)
   (Self Help)
6. Kekeluargaan. (under printing.)
   (Family Life)

The 3 booklet were pretested during the regional workshop in Sabah and Sarawak before final printing and dissemination. The pretesting showed favourable feedback and following the workshop modifications in lettering and drawing were made. The 3 booklets were printing for 200 copies for each title.

These 3 booklet will be used for the intermediate course level at Sarawak from 10 November to 20 November. The course will be attended by 40 participant and 5 key personnels.

Adaptation and Dissemination of AJP Material. (Asian Pasific Joint Production).

In 1987, Community Development has adapted and printed one (1) AJP material;

MONA KE PESTA RIA. (Mari and Festival)

Material Development Workshop (District Level)

In 1987 Malaysia (Community Development) has organised a workshop at Sarawak for material development. The workshop were held in Debak, Saribas, Sarawak from 26th Jun – 4th July 1987. 30 participants (supervisiors and teachers of functional literacy and home economics) in Sarawak participated in this workshop 3 resource persons (Mr. Yusuff Ramli, Mr. Azami Ismail and Mrs. Kasirah Rusini), from head office in Kuala Lumpur attended that workshop. At the end of the workshop, the following material were developed;

1. 2 Poster.
2. 10 booklet.
3. 1 Folded Poster.
4. 1 pie graph.
5. 2 leaflet.

The above materials will be developed and printed in 1988. The report will be ready by the end of December 1987.

NEPAL

A Short Introduction

Nepal is a land-locked and developing country. It is the only Hindu Kingdom in the world. According to the latest report, population of Nepal is estimated to 171,00,000. The annual population growth rate is 2.66%. The literacy percentage is 30 out of which women literacy rate is of 12 per cent. The total land area of Nepal is 147,181 (in sq. km.). The average life expectancy is 52.3 years and infants death rate is 111.5 per thousand.

Nepali language is the lingua franca of the country. Agriculture is the main occupation of the people. More than 90% of the total population are engaged in agriculture. 83% of the total land area forms part of the Himalayan country and sub-Himalayan ranges while the flat fertile low lands of the Terai only 17% of the total area of the country.

Nepal has been trying very hard to develop its rural areas by introducing new methods and practices of agriculture, animal husbandry, health, education, hygiene facilities and encouraging a different pattern of trade and local industries.

Educational Progress and Literacy Situation in Nepal

The development of modern system of education started only since 1950. Today there are more than 15,000 schools run by governmental and non-governmental sectors. About 54,000 teachers are employed in the teaching profession. 77% of the school-going age children are enrolled in the primary school.

Situation of Literacy from 1951 to 1981 in the Country

Year	Male	Female	Total in %
1951	Not available		1.0
1961	16.3	1.7	8.9
1971	23.3	3.9	13.9
1981	36.0	12.0	24.0

The rate of drop-outs is on increase when the children are promoted to two and three grades respectively. On the other hand, about 80% leave the school before completing to five grade. The available records indicate that the majority of the drop-outs are girls.

Universalization of Primary Education

In order to accomplish the goal of the universalization of primary education by the end of 2000 AD as well as to upgrade the quality of primary education the government has alloted 35% of the total education budget to the primary education every year. Vigorous efforts have been made towards this direction to raise both quantity and quality of primary education in Nepal.

For the fulfilment of the UNESCO's proclamation that today's children may not be tomorrow's illiterate adult we have to launch effectively a pilot educational policy to meet the very objective by providing formal and non-formal education for all by 2000 AD, for the spread of quantitative and qualitative primary education.

Literacy and Functional Programme During the Seventh Five Year Plan

During the period 1.5 million illiterate adults will be made literate per year. It is estimated that by the end of this SeventhFive Year Plan 38.9% people would be made literate. One of the objectives of the education-

al policy in the Seventh Plan is to promote literacy by means of greater provision of primary education and expansion of adult literacy (including functional) programme.

The non-formal adult education programme and the general literacy programme will each fulfil 50% of the target. This target seems ambitious in the light of the fact that less than 3 lakh adults were made literate during the sixth plan period. The primary education facilities will be expanded during the Seventh Plan period with the objective of attaining enrollment ratio of 87% by the end of the plan period.

The functional literacy programme would also be provided priority during the period.

His Majesty's the King very graciously has given directives to eradicate illiteracy from the soil of the country, making primary education available for all along with the fulfilment of other basic minimum needs like food, clothing, shelter, health, and security by the year 2000 A.D. In order to meet the goal of "Education for all by 2000 A.D.", different governmental and non-governmental organizations are in active operation. The various Integrated Rural Development Projects are also playing significant role along with the policy of HMG to systematize and accelerate the process of rural development in the country.

The projects which are in operation are:

1. Rasuwa-Nuwakot IRDP
2. Sagarnatha IRDP
3. Koshi Hill Area IRDP
4. Mahakali IRDP
5. Rapti IRDP
6. Karnali-Bheri IRDP
7. Integrated Hill Development Projects, and
8. Seti Project IRDP

Besides these projects the National and Social Coordination Committee is also involved to implement the policy of HMG in the process of rural development and for the promotion of literacy programme. They are listed as below:

a) Red Cross Society
b) Agricultural Banks
c) Jaycees Club
d) Non-formal Education Centre
e) Different national organizations

Seventy seven percent of the primary school age children (6 to 10 years) have already been enrolled in the primary schools by the end of the sixth plan (1980-85). It gives an encouraging picture on the way to actualization towards universalization of primary education. According to the projections made by Statistics Division of the Ministry of Education and Culture, 87, 95 and 100% of the primary school age children (6 to 10 years) could be enrolled in the primary schools by 1990, 1995, and 2000 A.D. respectively.

Primary education was made free. Even the text books were distributed free of cost from grade one to three. These books were provided free of cost even for grade one to five for girls in 18 remote districts of Nepal.

Out of stock of materials for adult education, lack and insufficiency supply of materials for adult education, the drop-outs is found to be alarming.

New materials for new literates are to be followed up. In order to increase the quantity of new literates, new materials are to be published soon.

The following new literate materials are published in the form of booklets and charts by Adult Education Section, MOEC:

1. Forestry for our children
2. A path to a happy life (ACCU, Japan)
3. Let be happy
4. Useful knowledge for our daily life (adopted by – ACCU, Japan)
5. Clean home is a happy home.
6. Cooperative society for happy life (adopted by – ACCU, Japan)
7. Utility of water

PAKISTAN

Literacy Curriculum and Material Development

I. Introduction:

Problem of illiteracy is very serious in the region of Asia and the pacific for the very simple fact that more than half of the illiterate population of the earth lives in this region.

The situation of literacy is quite grave in Pakistan. Realizing the gravity of this problem, a strategy to tackle this gigantic problem, Pakistan having a 26.2% literacy rate in 1981 is engaged in effecting massive reforms to improve the literacy situation and to improve the standard of living of its people. The key to the success of all such multiprouged development thursts lies in making a solemn Commitment to literacy and Education, particularly the Education at the primary level and the Education of the Masses.

The hazards of high growth rate of population

further compound the curse of illiteracy. Unfortunately, the previous regims failed to give serious attention toward literacy and it only feel to the lot of our present, enlightened Government and it is one of the main points of the Prime Minister's five point manifesto for the development of country.

LAMEC proposed a nation wide literacy programme named "Nai Roshani Schools". A brief of the said plan is as under:

Proposed project "Nai Roshani Schools" will be completely non-formal educational system to enable 10-14 age group children to complete/receive education upto class V standard. The project is aimed at providing enough linkages between the non-formal and formal system of primary education i.e. the children enrolled in Nai Roshani Schools will be made eligible to join class VI after completion of two years ccurse of study. They will be eligible for taking formal primary level examination under Provincial Education Department.

The children will be required to attend the school in the afternoon for three hours daily.

During the project period 22,000 "Nai Roshani Schools" will be established in all districts of Pakistan in 1986-90. Province/District-wise distribution of Nai Roshani Schools is based on illiterate population. These centres will continue functioning till 1989-90 to complete three cycles of two years each. A total number of 1,650,00 students will benefit from the project by the end 1990. In order to make these students economically more productive, functional training facilities will also be provided. A compact and condensed course of two years which is already prepared by LAMEC is to be used for the literacy training having a vocational/skilled component, to enable the target illiterate population to become literate and skilled in their respective areas.

II. Importance of Literacy Documentation/Material:

Literacy in its broadest sense signifies any form of learning that is under taken by or provided for illiterate person. In this sense literacy is synonymous with adult Education.

Basically, literacy deals with that span of life which begins with Childhood and continues till death.

It is evident that no literacy programme can be entirely institutionalized; in fact, there can't be one programme in literacy and adult literacy. Flexibility in terms of goals and learning activities and diversity of strategies and methods characterizes the various literacy programmes. It is precisely because of these basic Characteristics of a literacy programme that it is necessary to pay special attention to the question of curriculum development.

A curriculum is significantly different from a syllabus which is commonly constructed for a course in formal Education. The aim and objectives, as also the means and methodologies, for implementing a syllabus are determined on the basis of Criteria which do not take into account the specific needs of a group of learners in terms of their socio-economic goals.

In the curriculum for a literacy programme, on the other hand the learner is the pivot around whom all the components of a programme are built. A curriculum for such a programme is a detailed lay-out of the various learning-teaching operations systematically put together on the basis of objective Surveys and analyses of the needs of a Community and individual learner's needs that are in consonance with the national goals of the country where the literacy programme is being provided.

In recent years, there has been a wider recognition of inadequacy of traditional literacy programme and of the need to design functionally oriented curricula to meet the requirements of the learner's day to day concern on the one hand and to take into account the national developmental goals, on the other. In such an approach to the formulation of curricula literacy is seen as an integral part of the methods of human resource development.

When conceptualizing the objective of the curriculum, it is important to reflect the development goals and national directives and the needs of the learners. Such objectives need to be clearly defined and stated as they provided the basic frame of reference in the process of developing the total curriculum. Literacy programmes have to be related to identifiable needs of the groups of learners and therefore, are ordinarily preceded by a survey of needs. To ensure a meaning ful literacy programme, a systematic procedure that builds curricula around the learners is necessary.

In the context of the material development for literacy, it is a recognized fact that the learner is able to perceive the immediate benefits of acquiring literacy skill. Beside imparting these basic skill the literacy material should also seek to bring the best of human thought and wisdom to the learner, who is deeply rooted in the local culture and can be motivated to read what he identifies as part of his being.

The following points should be taken care when formulating any literacy curricula and may be treated as essential.

a. National goals should be clearly stated for development and literacy policies,

b. Identification of target groups in accordance with the National goals;
c. Identification of communities where target group are located;
d. Survey of these communities in order to study the physical, socio-Economic, cultural and demogrophic aspects along with development needs;
e. Identification of factors & problems of target areas.
f. Propose strategies both educational and developmental to ful fil the needs of the comunity in general and the target group in particular;
g. Formulate content areas;
h. Indicate educational inputs and targets in, terms of literacy, awarness and functionality;
i. Devising evaluation tools for evaluating the curriculum through the teaching-learning process.

III. LAMEC's Literacy Materials:

Utmost attention was paid to the selection of literacy Material for literacy Plan of LAMEC.

An exercise has already been carried for screaning of the Primers in use by various N.G.O's & agencies. In keeping with the observations available in this regard it was found that none of these primars was though perfect yet all of these were fairly popular and were being used extensively in their own project area.

LAMIC launched a nation wide programme and proposed a condensed course which must be equivalent to formal primary education – or the Nai Roshani School project – and thus achieving twin objectives of catching illiterates of age group more amenable to education and also strengtherning the spirit of universalization of primary education in the country.

It is felt that teaching material must be nation wide in scope and it must be designed to meet a wide range of different needs and tastes. It must be based on national point of view and according to our socio-economic and demographic structure of society or target area.

LAMEC has prepared its own primers with the cooperation and coordination of curriculum wing, Ministry of Education and other N.G.O.S. and agencies working for literacy in Pakistan.

It is the policy of the Commission to develop and prepare primers/Literacy Material/post literacy material/ motivational and promotional material for LAMEC literacy Plan in various regional languages of the country. We have prepared primers in Sindhi, Pushtoo, Baluchi and Brahvi for the said purpose and some of them are under print.

In addition to these Primer's LAMEC has prepared about fourty booklets/Post literacy material after the open competition on national level on different subjects.

At present LAMEC is quite busy in the preparation of condensed course in different languages for Nai Roschani Schools.

In this regard, Commission has set up a special Committee for the review and preparation of primers and other teaching/motivational and promotional material for on going projects.

This special Committee is working under the kind control of Whole Time Member LAMEC and it is designing the literacy material according to need and nature of the target area and the project concerned.

Commission is also working in consultation with provincial councils of LAMEC and different organizations Universities/Institutes working for literacy material in the country for better and qualitative teaching material for Nai Roshani School project in all provincial languages.

IV. Materials Development for Implementing the Curriculum the Literacy Programme

Materials Development:

While translating the goals of the literacy programme into curricula objectives is a highly complex and complicated task, converting the curriculum into various kinds of materials is even more complicated. Materials development is a highly specialised activity which is essentially a team activity involving several specialists. Materials development team, ideally, should have people from the areas of development education administration, linguistics, subject-area specialisations, psychology, designing and so on.

Languages in Materials Development:

A crucial and central problem that is faced by the materials producer is that of language. In many countries in the Region, the question of language bears a great significance. Most of the countries have illiterate population who speak different dialect of the same language or speak different languages. In most situations, the national policy requires that literacy training should eventually lead to the ability to read and write a particular national language.

However, it is always educationally more efficient

to introduce literacy through the spoken language of the learners. The materials producers, therefore, have to attempt to introduce the literacy skills in a manner that the learner may learn to read and write the local as well as the national language.

Kinds of Materials:

Given a specific content area in a curriculum the first task for the materials producers is to determine whether the countent should be presented through a single or more than one kinds of materials. The different kinds of materials that are generally recognized as useful for a literacy programme are:

i. motivational materials
ii. instructional materials
iii. follow-up materials
iv. media soft-ware

It should be pointed out here that it is not essencial that any one content area should be presented only through the one kind of materials. Frequently, one content needs to be presented through all the different materials. In the curriculum sample 'D' listed above, it will be noticed that for every content unit all the three kinds of materials (instructional, motivational, and follow-up) are indicated.

Motivational Materials:

These materials are designed primarily to motivate different groups of people to participate in the literacy programme. While motivational materials for the actural learner-groups are essential, sometimes motivational materials for other groups like administrators, politicians, educated elites, local leaders and others are even more important, In many cases, motivating the influencial non-participant groups contributes directly to the success of the programme.

Instructional Materials:

Instructional materials are usually packages of different sorts that include initial primers, work-books, teacher's guide, posters, audio-visual aids, etc., that are being used during the contact programme. These materials are perhaps the backbone of the entire programme and have to be prepared with great care. For instructional material most of the research conducted in Asia describes the following process of developing and instructional primer.

Follow-up Materials:

As the term implies these materials are written for the post-literacy stage during which the new literate is expected to use his literacy skills to add to his knowledge and read for pleasure. Writing of follow-up materials is also an important task because it is essential to facilitate the learner in his attempt to graduate to reading the standard available literature.

Media Soft-ware:

Media software does not constitute a kind of literacy material different from the three listed above.

It is, in fact, a special methodology for producing any of the other three kinds of materials for use in the electronic media such as film, radio and television. Since the use of educational technology has caught the imagination of educators all over the world, adult/functional literacy can take advantage of the several innovators in this field. With the introduction of educational satellites, basic literacy may take on totally new dimensions for which the materials support would have to be available.

The Learner and Materials Development:

As has been already pointed out above, in a literacy programme the learner plays a pivotal role. In materials development too, the learner plays an important role. New and exciting experiments in literacy materials, involving the active participation of the learners, are being conducted. The learners are invited to orally compose materials reflecting their experiences which are then reduced to writing and used in the actual literacy programmes.

PAKISTAN – 2

Adult Basic Education (Functional Literacy) AIOU

Pakistan is a very large country of nearly 80,000 sq km. The population of the country is estimated over 90 millions and increasing at the rate of 3 percent per annum. About 72 percent of the population lives in the rural areas.

The development of a comprehensive educational system is still under way in Pakistan, but a great deal remains to be done. The majority of the population has received no formal education and the rate of literacy is one of the highest in the world nearly 74 percent for men and for women, around 86 percent.

Nevertheless, Pakistan is a country that is trying to modernize and develop itself in many ways. But is not possible to achieve its objectives with the highest level of illiteracy. No country in the world can develop itself having the 73% population of uneducated people. To enlist itself in the developed or developing

countries it is essential that the literacy rate of the country should be over 50% at least.

As already mentioned that Pakistan has very low literacy rate and seventy two percent of the people live in 45 thousand villages. Half of the school- going population is out of school as we can't provide the facilities of schools in over 45,000 villages. So at this stage it is very essential to provide education to adult as well as to illiterate persons.

A formal system of education cannot succeed to cater for the educational needs, so in Pakistan attempts have already been made to use Distance Teaching on a relatively much larger scale. The aim of these attempts is to offer the education to the 74% of the population who never get to school as children or the three-quarter or more who receive no adult education.

In Pakistan there are so many local and national agencies which are trying their best to provide education to the illiterate persons or adults. As with the aid of adult education we can eliminate illiteracy. As AIOU is altogether a multi-purpose institution and a multi-media one. It has a concern for all who are seeking knowledge, whether at the simplest levels of literacy or in the higher reaches of scholarship: for individuals as well as for whole communities; for those in our cities and for those in the farthest areas.

It is clear that most people want to learn how to improve their standards of living, to earn money and to have better health. In this connection the AIOU is in a unique position to play a major role in the development of Pakistan, by using its resources to create a wide scale system of basic functional education particularly in the rural areas.

The AIOU provides education and training to people who cannot leave their home and jobs for full time studies. So university provides part-time educational facilities through correspondence courses, tutorial seminars, workshops, laboratories, television and radio broadcasts and other mass communication media.

To provide the basic functional education to the mass AIOU has already launched the following programmes:

1. Intergrated Functional Education Project (IFEP)
2. Functional Education Programme for Rural Areas (FEPRA)
3. Basic Functional Education Programme (BFEP)
4. Integrated Functional Literacy Programme for Female (IFLP)

Functional Education Project for Rural Areas

I. Introduction

By 1978 AIOU had begun to produce non-credit functional courses such as Vegitable Gardening, Poultry Farming and Electrical Wiring but it had recorded very little success in promoting such courses among the rural masses. This was mainly because of the low levels of literacy in rural Pakistan but also because the University had at that time no structure or personnel to run courses in villages. For both these reasons it had begun to concern itself with literacy work, through its first Integrated Functional Education (IFE) project in Daultala, but this and later IFE projects, by their nature and philosophy, only marginally involved the University's facilities and production processes.

II. Objectives

FEPRA was set up to explore ways in which the University could and should utilise its resources for the functional education of the mass of the people living in villages. It was designed to explore educational needs and to develop appropriate teaching methods materials and organizational structures to meet these needs. It should do this by intensive experimental work in one area. In the original plan the objectives of the project were:

i. to benefit those living in the area;
ii. by field testing and continuous evaluation to provide information to the AIOU
   - on the effectiveness (at that level) of distance teaching courses and of the different elements in them.
   - on the advantages and drawbacks of different forms of co-ordination with other agencies;
   - on the comparative value of different arrangements for group study, including, where appropriate, viewing centres;
   - on methods of defining and clarifying educational needs in villages.
iii. to provide models for the development functional education more widely by the AIOU and other agencies.

III. Content

Initially five courses were developed, tested and improved during this period. The choice of courses was determined partly by village surveys and assessments of the educational needs of local men and women, but also by the existing range of functional courses available from the AIOU. Four of these courses – "Poultry", "Electrical Wiring", "Child Care" and "Living in the Community" were thought to meet

expressed needs, and are adapted to the much lower level of literacy or illiteracy which was required. In practice this also led to decisions about what materials and methods were appropriate, and necessitated an almost complete redesign of the courses. In the end 'Living in the Community' was dropped through lack of demand, and two new courses, 'Livestock' and 'Credit', were prepared for the third cycle. These were introduced in response to popular demand and, in the latter case, as a result of the active participation of the Agricultural Credit Bank of Pakistan.

All these courses were produced on campus by departmental subject specialists working together with media producers and designers from the University's Institute of Educational Technology (IET). FEPRA staff also participated in the course teams. At first in order to develop a common approach, the courses were produced on an interdisciplinary basis in the Rural Course Production Team. For the third cycle, however, an attempt was made to place responsibility for course production back in the appropriate subject departments. Each course team was coordinated by a subject specialist, supported by FEPRA staff, IET producers and designers, and was able to call in interdisciplinary skills as required.

IV. Methodology

As a result of these co-operative process a methodology was developed which concentrated on non-written, non-broadcast media. It had originally been expected that radio and possibly television would be used. The latter was not widely available in the project area; the former was too expensive, and could not be used for such a limited audience. It appeared that audio-cassette technology would be more appropriate. Similarly, it was realized that printed written materials could not be used because of the widespread illiteracy even among group leaders, especially among the women learners. A course presentation method was therefore, devised that combined audio-cassettes, picture flip-charts, discussion and picture hand-outs. This methodology was tested and refined through the three cycles.

Integrated Functional Education Project

I. Introduction

The Integrated Functional Education Project were conceived and designed in 1975 by the Allama Iqbal Open University in collaboration with an American Consulting Organization specializing in functional adult education.

II. Specific Objectives:

These projects have the following specific objectives:

i. to provide a programme of education responsive to the expressed needs of the rural people.
ii. to evolve an approach for imparting literacy to the rural areas of the country.
iii. to produce instructional materials for teaching literacy and functional educational usable in similar socio-cultural and geographical regions of the country.
iv. to give social/functional education usable in local situations to solve immediate problems of the rural people.
v. to provide suitable skill training to rural male and female groups for economic independence.
vi. to mobilize local resources for rural development.
vii. to modify learners attitudes towards life, work and other human beings.

III. Brief History

The first IFE Project was launched at Daultala, District Rawalpindi (Punjab) in 1975. Its successful completion encouraged to launch other projects of this kind at Samahni (A.K), Bhitshah (Sind), and Serai Nauraning (NWFP). Up to this time 273 centres have been opened. They helped to educate 6670 persons both male and female. In addition to helping the remote rural communities to learn literacy and get functional education, another major contribution of these projects, has been the production of literacy material in almost all the major languages of the country i.e. Urdu, Sindhi and Pashto. This programme also helped to train people as village educators. Up to this time 273 male and female teachers and administrators have received this training.

IV. Approach

a. Functional Literacy Approach

During the first phase of IFE Projects functional literacy approach was used. It had emphasis on words and names frequently used by the rural adults in their day-to-day business and which they desired to be able to write when necessary.

In the process of theaching functional education lessons, the teacher wrote frequently used words on the black board. At the end of the lesson he asked some semi-literate person to read one of these words. If he was unable to read, the teacher himself read the word to the learners and repeated it several times. Then he made the students read. Feeling satisfied that the students could recognize the word he asked them write the word in their notebooks.

To assess the progress he used the word in a sentence and wrote it on the blackboard. He then asked them to recognize it.

b. Functional Education

The class work started with discussion on some important issue of the rural life. The teacher motivated adults to participate and give their opinion. On some suitable juncture of discussion he diverted their attention to the topic he wanted to discuss on that particular day. The teaching technique was a kind of combination of lecture and discussion. The topics of functional education were seperately selected for male and female groups. Issues like health and hygiene, clean water, vegetable growing, common diseases were included in the curriculum of both male and female groups. But topics such as child care, cooking, family health were especially prepared for females. Of course males had the topics such as better ways of land cultivation, use of fertilizers protection of food crops, enemies of crops, cooperatives, family planning, etc.

C. Basic Literacy:

Feeling constraints of the functional approach as it did not give lasting results and left the adults in complete vacume the administration decided to switch over to basic literacy approach followed by lessons on functional education. Ability in reading and writing enable the adults to continue independent study after the closure of the programme.

The project administration developed its own approach for teaching basic literacy. According to the tests administred in different basic literacy. According to the tests administered in different project areas this approach has been very successful in comparison to the other methods used in Pakistan.

During the year 1984-85 the Department opened 86 literacy centres throughout the country and arranged for the education of about 2500 illiterate people.

The Allama Iqbal Open University is also supplying instructional material for teaching basic literacy to different organizations throughout the country and providing technical guidance for this purpose.

d. Area and Population Served

S.No.	Project	Phase	No. of Centres			Enrolment		
			Male	Female	Total	Male	Female	Total
1	Daultala	1st	20	20	40	420	643	1063
2	Daultala	2nd	20	20	40	377	447	824
3	Samahni	1st	16	24	40	349	492	841
4	Samahni	2nd	14	24	38	258	515	773
5	Sarai Naurang	1st	19	18	37	436	585	1021
6	Sarai Naurang	2nd	10	10	20	253	165	418
7	Bhitshah	1st	10	10	20	369	360	729
8	Bhitshah	2nd	22	16	38	577	424	1001
					Total	3039	3631	6670

e. Skills Taught

I. Females
Cutting, Knitting, Sewing, Embroidery, Cooking Child Care, Midwifery.

II. Caning of cots and chairs, carpet making, use of medicines, basket making, poultry farming, animal husbandry, repair of furniture, etc.

f. Instruction Materials Produced:

Basic Literacy Primers	3
Functional Literacy Lessons	220
Writing books	3
Arithmetic Books:	2
Follow-up Books:	4

g. Training:

Adult Teachers Training	273 teachers
Administrative and supervisory training:	20 Officers at field coordinator and project Manager level.

Instructional Materials:

1. Ibradai Kitab (Urdu primer)
2. Ibtadai Kitab (Urdu work book)
3. Izafi Kitab (Urdu follow up for males)
4. Izafi Kitab (Urdu follow up for females)
5. Sojhro (Sindhi Primer)
6. Mashq copy (sindhi work book)
7. Angi Hasab (Sindhi Basic Arithmetic)
8. Roshani (Sindhi follow-up book)
9. Yoh Namoona (Pashto Primer)
10. Da Lakalo Mashq Da Para (Pashto work book)
11. Da Para Da (Pashto Basic Arithmetic)
12. Axml Asbaq (Functional Education Lessons in Urdu)

Basic Functional Education Programme

I. Background:

Functional Education Project for Rural Areas (FEPRA) was a research project launched by the Allama Iqbal Open University in 1983. One of the major objectives of the project was to find out a suitable methodology to take functional education to the rural masses. During the research period (1983-85) an effective and workable strategy was developed where non-broadcast media like pre-recorded audio cassettes and flipchart illustrations were used for the illiterate learners.

II. Research Area and First Courses

Initially five courses were developed based upon intensive background research in the form of Village Profile, Household survey and study of the area comprising about 100 villages in Tehsil Kharian, District Gujrat.

About 50% of the research is rain fed and the rest is canal irrigated. Out of 100 villages, both remote and accessable were selected for comparison purposes. Keeping in view the needs of the people following courses were developed with the objective of improving the daily life of the inhabitants of the area.

III. On Going courses:

i. Child Care Part I
ii. Poultry Keeping at home
iii. Live Stock Management
iv. Electricity in the village
v. Agricultural Credits.
vi. Child Care Part II
vii. Better Yield
viii. Sanitation
ix. Knitting
x. First Aid.

IV. Under Consideration

a. Home Management
b. Family Education
c. Sewing and Cutting
d. Embriodry
e. Education for Social Services Workers
f. Civic and Public Affairs Education
g. Academic Subjects
h. Food Preservation
i. Nutrition
j. Shopping and use of money (General Banking for Migrant Families)
k. Making clothes and other consumer goods.

V. Components of Teaching Materials

Because most of our village learners happen to be illiterate, major information about the courses is recorded on cassettes in the local language. Visual support is provided by illustrations on flipcharts. Instructions about turning over the relevant flipcharts and recorded at appropriate intervals along with the subject matter. Built in discussion intervals are provided in the cassette. The learners while discussing certain points pool their personal experiences. Thus the learning package consists of recorded information coupled with the experience of the learners and supported by flipchart illustrations.

In place of printed reading material for future reference, illustration of flipcharts of one topic are reduced and reproduced on a single sheet of paper called 'Handout'. The handouts are distributed in the group at the end of each learning meeting. The learners take away these Handouts and use them later to recall what they learnt during the learning group meeting.

VI. Pilot Testing of Courses at RCRC's

This may be of some interest to know that during three years of research, while various materials were being tested, about 2600 learners (both male and female) in different courses were produced. These learners came from 68 villages of the research area. 1400 more learners were produced during 1985-86 session adding 20 new villages. Every course is tested and revised in three pilot cycles before it is considred suitable for large scale production and presentation. Presentation of courses on large scale is done at the regional centres of AIOU. But courses developed for one cultural region need some modification and adaptation to the local environment. In order to reshape the courses according to the conditions of different regions, need of a Rural Course Research Centre (RCRC) was imperative for every cultural region. Thus after RCRC, Kharian we have already moved to Siraiki speaking southern areas of Punjab and a new RCRC has been established at Uch Sharif.

One of our courses has already been adapted in Pushto and tested in Afghan Refugees Camps as well as in Pushto speaking villages.

VII. Collaboration with NGO's and NBD's

Allama Iqbal Open University developed a close collaboration with other Non-Government Agencies like UNICEF, Pack-German Bas-Ed, Adult Basic Education Society and Aga Khan Rural Support Programme. In order to get added support for the presentation of our courses local representatives of National Building Departments have always been involved from the planning of courses up to the production and presentation.

VIII. Present Status and Future Programme

At present two research Centres (RCRC's) are operating in Punjab and the courses are being presented in six districts of Punjab with the collaboration of UNICEF and in Afghan Refugees camps and NWFP in association with Pak-German Bas-Ed. Possiblilities to enter Baluchistan are being explored and it is hoped that work on the adaptation of our basic functional courses will be undertaken very soon.

RCRC at Uch Sharif will take our courses into Siraiki speaking northern part of Sind, after which courses for main parts of Sind will be prepared in Sindhi.

ENROLMENT

Year	Cycle	Group	Learners		Total
			Male	Female	
1983-84	I	15	140	160	300
1983-84	II	26	260	260	520
1984-85	III	83	1260	400	1660
BFEP					
1985-86	IV	38	360	360	720
1985-86	V	31	340	280	620
1986-87	VI	31	340	280	620
1986-87	VII	30	294	362	656
TOTAL:		253	2994	2102	5096

Integrated Functional Literacy Programme for Females

I. Introduction

The enormous illiteracy of women in Pakistan is resulting in new illiterate families. There is therefore an emergent need of devising special programme for the education of female population.

Many programmes of basic education are often delimited to the teaching of literacy skills. The result is, that a few months after completing literacy programme the learners relapse into illiteracy. Thus there is a need of programme which guarantees against relapse into illiteracy as well as ensure prompt progress of the learners and their interest in further education.

Integrated Functional Literacy (IFL) programme for female learners is an endeavour in this direction. This is a comprehensive scheme for educating the out of school and dropped out girls. Not-much-aged housewives of the area are included in the programme as well.

II. Objectives

To provide the means for mature women and adolescent girls in rural and semi-urban areas to acquire basic literacy and numeracy. To enable the learners to continue further study on their own if they desire so.

To offer training in need based income saving and income generating skills such as embroidery, garment making, basket making and knitting etc.

To produce tested instructional materials which may ensure rapid progress in basic skills of reading, writing and counting:

a. Urdu primer

b. Work book for writing practice
c. Basic Book on arithmetic.

To produce simple, easy and interesting supplementary reading materials conforming to the needs of the people:

a. Our cultural heritage.
b. Folk stories of the area
c. Our families
d. Our agriculture
e. Living within means.

III. Learning Package

Basic literacy and numaracy
Skill training based on the choice and need of the learners
Courses enhancing the awareness for a better and healthy life.

IV. Clientele

The participants are 10-45 years age females without any formal education: Girls in the age group 10-20 prefered.

V. Duration of the once cycle

It is an 18 month class cycle divided in the four components.

Literacy, numeracy basic education and skill training:	6 months
Class III syllabus and skill training	4 months
Class IV syllabus and skill training	4 months
Class V syllabus and skill training	4 months

VI. Text Books

For the literacy component the following books are written and published by the AIOU

i. Urdu Primer (for reading)
ii. Urdu work book (for writing)
iii. Basic book on arithematic (for basic numeracy)

Skill training is provided to the enrolled females in such skills as basket making, embroidery, sewing and cutting, booking, knitting or as may be proposed by the local population. In the III, IV and V class the text books are used according to the syllabus for the formal system of education in the primary class in the following subjects.

1. Urdu
2. Arithmetic
3. Social Studies
4. Islamiat
5. Science.

VII. Methodology

Face to face teaching with the help of books black boards and charts etc
Use of Audio Cassettes
Every centre is run by a part time lady teacher
One week training in teaching methodology is provided to the working teachers.

VIII. Future Programmes

The programme was launched in 10 centres in rural and semi-urban areas of Rawalpindi and Islamabad.

ENROLMENT

Name of Centres	Enrolment at the beginning	Passed in Literacy	Enrolment in class III	Enrolment in class IV	Drop-out	Skill Learner
Malpur	30	27	27	25	5	22
Gangal	28	28	28	25	3	25
Sohan	34	28	28	21	13	30
Jhanda Chichi	42	36	36	23	19	42
Gharibabad F. Block	40	39	38	27	13	35
Gharibabad D. Block	55	33	33	22	33	18
Chak Jalaldin	42	39	39	30	12	40
Kalri	30	22	22	16	14	15
Noorpur Shahan	30	30	22	21	9	20
Tret	30	26	26	18	12	16
TOTAL:	361	308	299	228	133	263

This initial programme is for a three years period and consists of the two cycles of 18 months each. If successful, it will be replicated in various parts of the country as a part of the functional education programme of the University.

PAPUA NEW GUINEA

Speech Presentation

My little speech will be on newly produced Primary reading books for community schools in Papua New Guinea.

Titles:

Our English Series for Melanesia. These are series of booklets. They have their own title according to their stories.

Purpose:

To provide reading materials for primary school level children. Also to improve English by reading and writing for children which English language is not their mother tongue.

Content:

There're four reading books for each grades, which is grade two, three and four. The books will be read termly which we have four terms in a school year. They are all Forty-eight page booklets.

Date and Quantity of Production:

January to December 1987. For trialling there're 500 printed copies per book. The final books are 70,000 copies per book.

Evaluation:

After the stories were written by the writers, the book then were designed, illustrated and printed, which will be 500 run per book. The books are taken away for trialling in the selected schools throughout the country, (ie) the highlands, coastal and islands of Papua New Guinea.

The criteria used in selecting schools is how far away they are situated from the urban centres.

A book is trialled in one school in the urban centre, Rural shcool which is about 20 kilometres away from urban centre, and a remote school which is very far away from the urban centre.

During the trialling the teachers are required to note down the difficulties the children are facing from the books. The difficulties could be of; the bad illustrations, finding hard to read due to unsuitable type faces, longer sentences, tight word and letter spacings, etc.. Sometimes due to badly desinged books.

After trialling the writers recorrect the books according to the survey collected from the selected schools. Finally the book is done and printed in multiples and distributed throughout Papua New Guinea. Note; the final printed book is well understood by all level of readers.

Utilization:

These books will be used throughout the country. The books will only be used by Papua New Guiean Government registered schools.

Production Organ:

Printed with Litho press. All the Ar-Work and Camera Ready copies were prepared in the country.

Trialling copies were printed in the country. Final books after trialling are printed overseas.

PHILIPPINES

Development of Literacy Materials Contributing to APPEAL Activities

In pursuance of the Department's thrust of equity in education, the BNFE is continuing and intensifying its efforts to provide learning opportunities and facilities to those who are unable to avail themselves of the services of formal education. A viable strategy being undertaken by the BNFE towards the attainment of this objective is the development and production of literacy materials for various literacy levels. The following materials are the outputs of projects and activities for that purpose:

Material/Type	Adaptation/Translation	Target User
1. Adapted and translated AJP materials (booklets, posters, charts . . .) in five Philippine languages	Adaptation/Translation of Materials for Neo-literates	Neo-literates
2. Modules, booklets, pamphlets and slide kits: a. The Lowly Algae b. Grow Algae in Your Pond c. Carabao Power d. Electricity e. Keep Your Community Safe and Clean	Dissemination of Science and Technology Knowledge for Out-of-School activities of Young People	Post-literate out-of-school youth
3. Comics, posters, booklets	Integrated Continuing Education for Families of Overseas Contract Workers	Middle-level literate and Post-literate adults
4. Textbook "Tayo'y Bumasa"	Project: "Magbasa Kita"	Basic learner/Basic literacy learner

AJP Materials

Adapted (Title, Format)	Translated to	Content	Year	Status/ Condition	No. of Copies Printed	Remarks
1. Baby's Food (Booklet)	Pilipino, Ilocano	Health	1986	Printed/ Distributed	40,000	Adapted/ Translated (1986)
2. Bamboo Craft (Booklet)	Pilipino, Ilocano, Cebuano	Livelihood	1986	"	40,000	"
3. Balanced Diet (Rotating pie Chart)	Pilipino, Ilocano, Cebuano	Health, Sanitation, Nutrition	1986	"	10,000	"
4. Prevent Illness (Poster)	Pilipino, Ilocano, Cebuano, Hiligaynon, Maranao	Sanitation	1987	Final Draft (Ready for printing)		For Printing, Distribution, Utilization nos. 4-11 (1987)
5. Plant Trees (Poster)	"	Sanitation, Environmental Education	1987	"		
6. Home Gardening for Pleasure and Profit (Poster)	"	Home Management, Livelihood Health	1987	"		
7. The Life and Uses of Water (Booklet)	"	Health and Sanitation	1987	"		
8. Household Tips (Booklet)	"	Home Management	1987	"		
9. In Case of Emergency (Booklet)	"	Health	1987	"		
10. Making Use of Waste (Audio Vision)	"	Health, Sanitation Livelihood	1987	"		
11. Cooperatives for Better Life (comics)	"	Livelihood Cooperatives Education	1987	"		

NOTE:

1. By the year 1988, all the above materials will be monitored and evaluated.
2. 21,000 copies of ACCU Guidebooks were printed/distributed (1986).

RGC/ijf.

THAILAND

Production and Dissemination of National Versions of AJP Materials

Materials which are produced under Asian/Pacific Joint Production Programmes of Materials for Neo-Literates in Rural Thailand with regard to the Department of Non-formal Education have been utilized in a number of ways, such as:

1. The Guidebook for Development and Production of Materials for Neo-Literates has been translated into Thai and printed in 1986. The effort was to enable the text to be more widely circulated and make its impact felt more among adult education practitioners. Besides, the text is also used by field staff as their guide for materials production. The budget allocated from ACCU was expended for translation and printing costs. The workshop for translating the text was organized by the Central Region Non-formal Education Centre who was also responsible for the printing.

   In 1987, the Materials Production and Dissemination Branch of the Department of Non-formal Education also aims to produce 3,000 more copies of the guidebook. It is anticipated that it will be ready for distribution to all provinces by December this year.

2. Booklet named "Useful & Simple Knowledge for Everyday Living" and poster named "Village Life" have also been translated into Thai in 1986. These materials are distributed to the village reading centres in the central part of Thailand.

3. Materials which are produced under AJP are not directly utilized since the manuscripts are in English. Only texts in Thai can be widely usable. However, the forms and lay-out of such materials have been emulated in many projects. For example, in 1987, a calendar designed for population education and drug abuse prevention took many aspects of AJP materials. In addition, in 1988, a calendar for life-quality promotion project which is adapted from ACCU materials will be produced. The above-mentioned materials are designed for neo-literates which they can use them as calendars. They are distributed among the neo-literates as well as the village reading centres-totalling 27,582 this year.

4. In the Department of Non-formal Education thre is a workshop every year on the preparation of printed materials for neo-literates run by the Material Production and Dissemination Branch. In the workshop, the adult education practitioners from provincial and regional centres participate actively in material development. Materials under AJP were exhibited among those from other agencies. We found that posters and games and some booklets were the most interesting and enjoyable.

   So ideas and models of materials developed by ACCU have been modified and adapted to be used in our literacy programs.

Development of Literacy Materials Contributing to APPEAL

In Thailand the Office of the National Primary Education Commission in collaboration with the Department of Non-formal Education, Ministry of Education is responsible for APPEAL. The latest seminar took place between 31 August – 4 September 1987. The seminar focused on the following aspects:

a) Examine existing operational linkages between universal primary education and literacy and strategies for further strengthening and enhancing complementarities between the two, including national and local mechanisms for co-ordination and administration.
b) Examine ways and means to promote universal primary education as an important adjunct to national campaign for eradication of illiteracy.
c) Propose recommendations for universal provision of primary education and eradication of illiteracy by the year 2000.

From this seminar there are some aspects to be mentioned here:

1. Target groups: Primary education in Thailand before the year 2000 emphasizes on the disadvantaged groups.

   (1) Hill-Tribe People and the Minority Groups.
   (2) Migrant workers (e.g. boat people, construction labourers)
   (3) Southern Muslims.
   (4) Slum children and abandoned children.
   (5) Disabled children and children with chronic diseases.
   (6) Remote and poor communities which have security problems.
   (7) Thai children in foreign countries and children of foreign nationality in Thailand.

2. Projects and Activities of Non-formal Education to Promote literacy in Thailand.

   1. Non-formal education to promote literacy

1.1 National literacy campaign.
1.2 Hill-tribe education.
1.3 Teaching Thai language by air.

2. Continuing Education
   2.1 Functional literacy education.
   2.2 Teaching Thai language to Muslim community councils in the South.
   2.3 Life-Quality Promotion.
   2.4 Projects and actidities to provide information to the public
      2.4.1 Public libraries/Mobile Units.
      2.4.2 Village reading centres.
      2.4.3 Village information centres.
      2.4.4 Public loud speakers.
      2.4.5 Book donation to rural areas.
      2.4.6 Book donation to reading centres in the monasteries.

3. Problems concerning learning materials.
   3.1 Materials which will help promote reading skills are still lacking in the rural areas.
   3.2 The content of the reading materials does not incorporate the basic needs.

3. Recommendations

3.1 Both the formal and the non-formal education systems should collaborate in the development and the production of materials which promote reading skills for rural people.

3.2 Encourage the private sector to set up stalls or shops for selling or renting books in the villages or encourage the village cooperative to do so.

3.3 Encourage the communities to make use of school libraries.

3.4 Survey the reading needs of the population.

3.5 Develop and produce reading materials which meet the needs of each library both in the urban and rural areas. It is important that the appearance of the materials must be attractive to the learners.

Medias Used in Life-Quality Promotion Project for the Rural Residents

1. Background

Thailand has begun its national literacy campaign since 1984, and is successful in reducing the number of illiterates to a certain extent. Among its 73 provinces, now 61 provinces were able to declare their total eradication of illiteracy within their vicinities. In order to prevent illiteracy relapse, to accelerate rural development activities, and to fulfil the goals of national Life-quality Campaign Year, the Department of Non-formal Education has thus embarked upon this project.

2. Objectives

(1) To enable individuals who have been through the National Literacy Campaign and Grade 4 graduates who have no access to further education to have opportunities to develop their reading and writing skills. In addition, the project provides occasions for them to meet in order to converse with an aim to develop their skills and possibilities in vocation, self-development and developing their own community.
(2) To provide people in the rural with knowledge, information and skills which are essential to their awareness and problem realization so as to enable them to solve their own problems and collective ones.
(3) To provide rural people with opportunities to plan collectively to solve problems of the community by means of co-ordinating with agencies, both governmental and non-governmenatal organizations.

3. Procedures

The project has sought to develop human resources as well as printed materials in 2 ways:

(1) Human resources which are used as media are the training of group leaders for villages. The trainees are selected from villagers to work as leaders and co-ordinators for learning groups. Their prime responsibility is to organize learning groups and ignite learning activities. They also stimulate the use of printed media and subsequent activities.

(2) Printed media. As this project is consequent to the National Literacy Campaign, there are abundant printed materials produced. The project began in 1986 and produced a number of manuscripts, produced and disseminated them through the Department's network. It produces more materials in 1987 as it is felt that the same materials are more needed. It can well do so since CIDA has made available a large quantity of paper.

The materials produced in 1987 are:
(1) Operation Handbook : 3,000 copies.
(2) Educational Volunteer Handbooks : 10,000 copies.
(3) Reading Supplementary materials : 50 topics; each topic of 10,000 cpies.
(4) Pamplets for conversation Groups : 36 topics; each topic of 100,000 copies.

VIET NAM

Development of Neo-literate Materials in Viet Nam (In cooperation with ACCU)

1. Introduction

By 1978, Vietnam had basically completed the eradication (16% illiterate) of illiteracy for working people under the age of 40 in the delta, high lands and lower mountainous areas. In the North Vietnam in 1958, in the South Viethan 1978. A great majority of children from 6 to 15 years going to school and universalization of primary education is achieved in those areas where favourable conditions exist (70%), 30% drop-out children. It is, however, due to the lack of coordination between literacy and universalization of primary education that some problems come up at present:

- An increase in the number of illiterates caused by the growth of drop-outs, push-outs and left-outs. It is especially difficult to cope with this problem in those remote areas inhabited by ethnic minorities.
- Low percentage of children going to school in the above cited difficult areas (40-50%). Universalization of primary education is behind schedule due to inefficiency of the effort to reduce the percentage of repeaters and drop-outs.
- Post-literacy education for working people through non-formal classes, eg. specific topic courses, extensive reading, etc. .. as well as secondary education for the youth do not achieve expected results and are not equally earned for in different areas due to lack of facilities.

Therefore, it is very urgent that all the neo-literates get enough reading materials.

Prepared by Mr. Ly Dang Khoa, Specialist in Adult Education (Research Centre for Adult General Education, Ministry of Education) – for the Fifth Regional Workshop on the Preparation of Literacy Follow up Materials in Asia and the Pacific, Pune, India, 9-18 November 1987.

We shall try our best to develop and publish more highly qualitative teaching and reading materials for the eradication of illiterates and the prevention of these neo-literate from relapsing into illiteracy.

2. Development of Neo-literate Materials in co-operation with ACCU

Since the Fourth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific, the Research Centre for Adult General Education (S.R. Vietnam, Ministry of Education) has conducted the following activities in implementation of the plan of cooperation with the Asian Cultural Centre for Unesco (ACCU):

2.1 Carrying out the plan of participation for ACCU Prizes for fully illustrated literacy follow-up materials in the following steps.

- Informing all the provinces and cities and adult education organisations of the co-operation for submission of competing materials.
- Selecting the submitted materials.
- Filing the competing materials.

Finally, 3 materials were selected for the competition:

- How to Increase your family's income.
- Mr. KHAT (funny story).
- Garden-pond-cattle (A-A-C).

It is the formula used in agricultural production which has received good response in Vietnamese rural areas.

These materials were sent to ACCU through the Vietnam National Commission for Unesco (in August 1986.)

2.2 In implementation of the contract signed between ACCU and the Research Centre for Adult General Education, the following steps were taken:

- Preparing for the materials.
- Translating the material. (1)
- Printing 5000 copies.

According to the Vietnam plan adopted in the Fourth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific, a material (A Clean House Environment) will be reproduced with this financial support from ACCU. This material was developed in this workshop and found appropriate in Vietnam. It will be printed in 5000 copies and be sent to complementary Education Classes in the last 4 months of 1987. Here enclosed are 10 copies.

In short, in 1987, 4 post-literacy materials have been developed (How to Increase Your's Income, Mr. Khat, V.A.C., and a Clean House Environment). These materials are being utilised in complementary education classes.

Besides, there are 2 other materials that have been designed and illustrated next year.

Resource person's paper

Key-note address by Dr. Chitra Naik

I realise that a very heavy responsibility has been placed on my shoulders which, I am afraid, are not strong enough for that purpose. I really wish that Mr. Bordia were here. With his long experience in adult education both theoretically and in the field, he would have contributed tremendously not only to our thinking but to the practical tasks that we have to undertake. Mr. Bordia is acquainted with adult education throughout the world and has visited practically all developing countries in Asia, Africa and Latin America. While he was at the International Institute of Educational Planning in Paris, he also wrote much on the subject. I am conscious that whatever I say in my impromptu keynote address must serve to advance the movement for adult literacy and education and support the tasks of this ACCU Workshop, which aims to provide follow-up materials to neoliterates so that their literacy continues and they are enabled to enter as swiftly as possible, the sphere of what we might broadly term 'education'.

I would start my presentation by endorsing the premise that education is a fundamental human right and that every individual must be enabled to receive education and to use it for progress and prosperity not simply in personal matters but in social matters as well. I would thus stress the viewpoint that education is not simply a fundamental right of every individual but a right that every individual might use, in addition to his or her personal advancement, for the advancement of his or her own people and the advancement of the global community as a whole. This social and global outreach of education is very important in these modern times in particular, since we have now entered an information age which abhors narrowness of thought and action. Tremendous flows of information of all kinds, generated by science and technology, are entering human communities all over the world. With the growth of the visual media, new information is now making an impact on the life of very backward regions and even the totally illiterate and culturally isolated communities are being flooded with ideas and information which challenge extant structures and traditions. I must make it cleare that I speak of backward regions but not of backward communities. In my opinion, no community on this earth is backward. All communities are advanced according to their own estimation, according to their own cultural perceptions. The only point of difference between 'advanced' and 'backward' is that some communities are privileged enough to have the means of obtaining modern information and other communities may be disadvantaged in this respect because of several reasons – ranging from geographic to political. Because of their economic handicaps stemming mostly from colonial rule prior to World War II, a large number of communities in the world, particularly in the Asian region, Africa, and Latin America, still stand deprived of the means of tapping important sources of information. It would be agreed by all that for removing such disparities, we have to help people to come together, know one another, share the good features of one another's cultures. This human solidarity for a better future for all, can be forged through education, through collective creation and sharing of knowledge and information. Therefore, if we desire an equal advancement of the people in the world, then this path called 'education' must be opened out to all. The first step towards this end is literacy, mastery over the printed word. The printed word, therefore, is a kind of 'open sesame' which enables people to overcome the handicap of their restricted lives and enter the wider world of total human culture, information, and advancement. We must remind ourselves that learning to read is not a simple act. It is an act which opens out the 'world', as Majid Rahnema said as far back as 1975. Literacy is not simply learning the 'word' but the 'world'. Literacy which opens out the world to the learners does not concern itself just with the learning of words, with the deciphering of characters, with associating corresponding sounds and visual symbols. This is the perspective that most of us adult educators need to keep before us while addressing ourselves to provide neoliterates with further education and materials for that purpose.

In Asia, it is for more than fifty years now that we have been concerned about the removal of illiteracy and enabling people to read for understanding their world. One question that we have to ask ourselves is: "who are the people to whom we have been trying to address ourselves, while speaking of literacy and education as a fundamental right?" This 'who' question is extremely important. In our effort towards literacy, we have been trying to address people belonging to different cultures, different social situations, different economic conditions. The kind of information these different groups require often differs substantially. The information they need must no doubt have a local context. The local context becomes extremely important for entering into the world of literacy. However, once the people have investigated their own world, they have to move out to the world at large. Secondly, their education has to have not only a socio-cultural context, but an economic and political context against the backdrop of contemporary world situation. Illiterate and neoliterate groups live in economic situations which make it impossible for them to enter the world at large with immediate effect. In such restrictive circumstances, their reading requirements would relate to their immediate concerns. But if the avenues of economic participation are opened out to them widely, their reading requirements would be much wider. These situational contexts need to be borne in mind when we talk of the human right to edu-

cation and provision of literacy and further education programmes for enabling people to continually exercise that right.

A special issue which emerges in this connection is that of internal disparities within given cultures and communities. Take the case of the status of women in various communities in the world. In a large number of cultures, the literacy requirements and aspirations of women significantly differ from those of men. However, adult educators often overlook these disparities and take a uniform view of the clients for the literacy and follow-up materials. Besides, we often talk of methodology of literacy-teaching or further education, without giving much thought to the personality characteristics of the specific groups of people that we wish to work with. If one has to work among poor people who are afraid of the political or economic power-structure in which they find themselves, the approach to their literacy and follow-up education and materials would have to be different from what one could adopt for people who are already awakened, who know what they want, who can tell the educators what their aspirations are and who also see ways of achieving their goals. But as we know, even in today's world, there are many pockets of cultural oppression and many a group that groans under the burdens of poverty and socio-political injustice. Such unfortunate groups are so greatly weighted down by their circumstances that their hopelessness leaves for them no words to express themselves. These are the 'wretched of the earth' who have forgotten how to speak, how to tell others what their great sorrows are, and what is it that they want in this world. While working with such severely oppressed groups, one cannot make the same assumptions as one would while working with those who know what they want. And, therefore, the approach to the reading material for the oppressed and the disadvantaged has to be different. What kind of literature do we produce for them? Will it be literature that asks women to improve their efficiency in cooking and home-decoration or stirs them into realizing that they are as important human beings as men, or even more important than men for the survival of the world, and that they would be fully justified in fighting for their rights? Is it this kind of liberating reading material that we give to women in certain oppressive cultures, certain oppressive areas, or do we give them meterial that further domesticates them? What approach should we take? How do we address ourselves to the task of reaching a vast variety of groups of neoliterates and meeting their needs, interests, aspirations for immediate relief or for long-term benefits? These are points which call for critical thought from adult educators and material producers. It is important to bear in mind that it is on the small-group level that literacy and education of the oppressed people matter the most.
This could be one of the useful guidelines for material preparation.

In adult education, we need to take cognizance of the changes that have taken place in the ideas on education, especially in the past twenty years. The rationality of uniform curricula for all types of learners is being questioned. The well-known economist Johan Galtung once presented an interesting paper in one of the seminars organized by Unesco in Paris some twenty years ago. He characterized Ministries of Education (ME) as Ministries of Eating. The uniform learning programmes offered by the Ministries of Education in many a country are like a huge cake divided absolutely in equal portions for everyone, and the Ministry insists that no learner (or eater) can have either more or less. Now the fact is that everyone does not have exactly the same appetite, nor the same digestive power. But if someone says 'Iwant two portions', the Ministry says, 'Thou shalt not have two, because only one is prescribed'. A weaker person asks for only half the portion, but here also ME insists that consuming less than one portion is not permitted because the Government, in the interest of simplifying its administrative process, orders that everyone shall eat one piece regardless of individual differences. As Galtung points out, our education system is organized on the model of supply-side economics. You first create a supply without consideration for consumer needs and demands, like setting up, may be, a soft-drink plant. Then you advertise the wares and tell people that for their own good they must drink the new product. A demand is created artifically. By hammering the consumption idea into people's minds through the media of TV, radio and press-advertisements, the suppliers of these wares satisfy their own needs of profit and not the true needs of the consumers. We have been offering education to the people in the same way but the ridiculous part of supply-side education is that it does not rake in any profits to the suppliers either, i.e. to government. Why do we do it then? The reason is simple. Our stand is that we are the 'know-all' and the people know nothing. This is particularly so in the case of the education of the poorest of the poor. Once upon a time, Unesco also had started in this fashion but it has changed considerably over the years. You may perhaps recall that in the year 1964, it decided that poor people should improve agriculture. It, therefore, undertook the Experimental World Literacy Programme, called 'functional Literacy'. When an evaluation was done, especially in India, it was found that not the poorest of the poor but those who possessed land and had some education that took advantage of the programme and it failed to serve its laudable objective because it was of no use to the landless labour and the small and marginal farmer. Fortunately, in course of time, international experts have travelled fast towards more rational concepts of literacy and education. In 1975, in the Symposium for Literacy held at Persepolia in Iran, UNESCO admitted that education is a human right and that functionality "comprises not only economic and productive dimensions (which played too important a role in operational plans and ex-

perimental projects . . . . .) but also political, social and cultural dimensions" (Bataille, 1976, p.40).[1] Once again, the humanist position in education became dominant. Consequently, the socio-economic and cultural context of literacy gained importance.

It is obvious that we have to give thought to how we can help people in different circumstances to understand their problems and their capabilities, to realise their own strengths, and take action through literacy and further education programmes to raise themselves above the station in which they find themselves today. We must give this help; but how do we go about it? In this context, we need to turn to the valuable ideas of participative learning, participative material preparation, which have come up strongly in recent years. These ideas give the poor and the illiterate the respect they need from us. They certainly deserve this respect and we must go about our job in a spirit of humility. We, therefore, need to underplay our role as experts and increase the creative role of the people in their own educational activities. We need to acknowledge sincerely that the people have something they can teach us. Our efforts and theirs can be combined for the benefit of both. With these mutually shared flows of information and knowledge, flows of goodwill for one another would emerge and help bring social justice to the oppressed, illiterate people. It was as long ago as 1931 that Gandhiji made a speech in London before the members of the Institute of International Affairs and said there was a time in India before the British came when the extent of literacy in this country was much larger than after the arrival of the British, because the people looked after their own education, decided what and how much they wished to learn, and made their own arrangements for the purpose. He said that when the British rulers came, they started discovering how this had happened and in this very process "they scratched the soil to find out how the roots grew. Unfortunately, they left the roots open and the beautiful tree died".[2] The beautiful tree of indigenous culture, indigenous trends, indigenous learning died under the impact of the formalism of officially dictated education. Therefore, we have to reconsider our formal ways of working with the people and dictating to them from our official seats. We have to be learners as well as teachers and have to acknowledge that the learners can be our teachers. If this can be done, if this dialogue is held, a very early solution to the problem of universal education of the people might emerge.

I shall now refer briefly to the question of 'levels of literacy' because we have to give out follow-up material after the acquisition of literacy. There is very interesting history about the definition of literacy. Since the formally calibrated education system flowed into the colonies from Europe, this first calibration of literacy came from England in 1956. Gray, who is well-known for studies on literacy, indicated Gr. III as the level for achievement of permanent literacy.[3] Later, these scholars discovered that a student's completion of grade III did not mean reading competence equal to the curricular prescription. The passing of a grade may mean competence ranging from 40% to 80% marks. Later, Gray came to the conclusion that other norms are required for defining literacy achievement. But what kind of literacy? Literacy has to be of two types : literacy for personal use and literacy for social use. Literacy for social use has to operate while working with groups of people. May be, half-a-dozen farmers would get together to talk about their crops, find a little booklet which tells them about it, discuss its contents, decide group action, and make a social use of their literacy. Similarly, a group of women might get together to talk about child-nutrition, read something on the subject and develop a collective understanding of what to do. That would be a social use of literacy. Community reading of a newspapers would be another such instance. But there are many personal uses of literacy. Apart from writing and reading personal letters, someone may wish to read the scripture, a little book of mythology, short stories, or humorous anecdotes which can be enjoyed while quitely sitting in a corner. Enjoying the establishment of an emotional rapport with the author or the subject matter is a personal act stemming from reading. Apart from these social and personal uses of literacy, each group or person may be involved in the use of reading materials either on the cognitive or the emotional plane. Reading for knowledge-gathering differs from reading for emotional purposes. During our independence movement, group-reading of revolutionary bulletins gave not only information but stirred up the patriotic emotions of the group and its individual members. What the neoliterates need is not just information and knowledge but emotional upliftment too, in an equal measure. The reading materials which we have to place in the hands of neoliterates would have to serve both these purposes. Intellectual development, gathering of information, creative development of knowledge, are essential cognitive activities. Such reading does serve to reinforce acquired literacy. But it is when the reader begins to experience emotional stirring and satisfactions from reading that literacy becomes permanent beyond doubt. It is clear, then, that the tests given at the level of Gr. III or Gr. IV are not a true measure of permanent literacy. It is the reader's reaching the stage of enjoyment of reading, regardless of what others think of his or her standards of literacy, that determines permanance. It is then that reading becomes a habit and permanent literacy is ensured. We must, therefore, find ways to encourage new readers to cultivate the reading habit. Good reading material can certainly do this.

I would now turn to an utterly mundane matter regarding material-production for neoliterates. With growth in our literacy effort, the number of people who

require follow-up material is going to be very very large. We have, therefore, to consider the cost of taking continuing education to the people, particularly to the vast numbers of neoliterates in developing countries. The cost of production would depend on several things : the number of people who read a particular language, the kind of paper-supply that you have in your country, the kind of destruction that you decide to wreck on your forests for supplying paper or finding substitute paper-supplies without resorting to such drastic measures. The cost of printing may not be the same everywhere because it depends on the local rates of remuneration to writers and artists, the cost of labour and types of printing presses, the cost of editing and marketing, the kinds of preferred illustrations, printing processes, and so on. The size of the edition also determines costs. The cost-problem is very troublesome when you have to bring out a small edition. With large editions the production cost goes down but the quantity of paper required is large. These are some of the problems that we may have to think about in our region. In this connection, we could think of combining the benefits of reading material, audiocassettes and visuals for giving information to neoliterates, without detriment to the cultivation of the reading habit. Can we also put some of the reading materials effectively on audio-tapes so that the neoliterates may listen to them, understand the meaning, absorb the rhythm of the language, and then turn towards reading with better comprehension, facility, and enjoyment? If we take the help of audio and video cassettes, what methodology may we use for literacy and further education? Should we be satisfied with the time-honoured classification of literacy methods into analytic, synthetic, global, eclectic, and so on, or think of adult education technique in the light of new concepts of andragogy on the one hand and new instructional technology, on the other? There is an urgency to spread literacy and build up continuation education programmes. How can we do this with adequate speed as well as efficiency? This is a global problem which all of us are facing. In India, the Directorate of Adult Education has been asking all of us whether there are any quick methods of imparting literacy. We agree that there should be quick methods because quick achievement motivates people to learn further. But this cannot be done with the help of traditional methods. Methods of imparting literacy and information and methods of motivating adults to acquire literacy and further education, have to be modernized, even revolutionized. How can that be done, with what kind of reading material, and what are the audio-visuals and other adjuncts that can be used to support reading materials? This area of our concern requires experimentation, surveys and in-depth studies. Another point is about increasing the variety of materials. The variety of information in our world is growing and people are demanding not simply traditional information but considerable non-traditional information. I shall give you just one small example. Some years ago, a professor of physics who used college-vacations to educate the rural people, narrated an interesting experience : In one village, he exhibited some slides on 'how man went to the moon and walked on its surface'. The audience contained some women who observed a fast on Mondays because that day is devoted to the worship of the moon who is supposed to give a longer life to the husbands of women who observe this ritual. Now these women who used to fast on Mondays were shocked to see men walking on the back of the moon and realized that the moon was not the kind of powerful god they had believed to be, but just a globe made of dust and rocks. Then some women said, "why should we fast if the moon is not a god?". The husbands objected and said, "you are fasting out of respect for the husband and if you do not fast we may not live long". So, there was a big family fight. Ultimately, however, the villagers and particularly women wanted to see more material of this kind. They also wanted to learn to read because the professor visited them just once a year and they had no information left behind for reference. Normally, we would not consider space-exploration as a theme for our literacy materials. We would insist on nutrition, breast-feeding, immunization, so on and so forth for women, but not science of this kind. Yet, as we see, new demands have emerged. Also, we must stimulate the people's natural interest in understanding what happens around them. Once, we prepared a series of materials on the solar system and the superstitions relating to planets, so that the superstitions may be discussed and removed. These things come up in the context of learning and material production. Therefore, the life of the learner has to be considered in its totality and not only in the economic aspect, not only the health aspect. It is the 'wholeness' of the individual being that calls for further growth, further refinement. It is this 'wanting to grow, to be more' that has to be considered in follow-up material. Taking the individual as a whole and taking each individual and group as unique, materials may have to expand their scope. This is a tremendously difficult task, a great challenge which we may not be able to take up today, which we may not be able to take up without further support from inexpansive audio visual materials. But, in future, we may have to look forward to take it up by combining it with electronic materials. Yet, reading materials will always be important. No audio-visual material can communicate with us the way good literature does. But the kind of information that is flooding the world, has to be communicated fast to the learners. At the same time, we have to take care to see that this flood of information does not overwhelm people in such a manner that they lose their own cultural base and their native roots. The good aspects of each culture must be preserved, because those are humanity's roots. How far we would be able to consider these matters in this workshop is problematic but I would just leave these thoughts with you to ponder over and to discuss whenever we meet again,

whenever we meet our own people in different circumstances, on various backgrounds and platforms. But one must stress that now the time has come when the old concepts of literacy and reading materials must change, for many reasons. We cannot any longer satisfy the learners with paper materials only. Nor can we leave them to learn only from audio-visuals which are one-way communication materials and often ephemeral. The learners cannot talk back to tapes nor can they talk back to television. Talking back is very important. It is participation in learning. Also, the participation of the people and experts is extremely important. Otherwise, there cannot be any learning for the people, by the people. These are some of the thoughts that keep revolving in my mind and in the minds of my colleagues and I am very grateful to you that I have been permitted to place them before you.

If Mr. Anil Bordia had come and delivered the keynote address I would have requested him to permit me to place these thoughts before you. It is very disappointing that he has not come. From him, we would have heard something more perceptive, something very brilliant. In India, many of us have a very great affection for him and we do not look upon him as an official. He is a devotee of people's education. He would go to any village and sit in the dust among the people, not allowing them to know that he is an officer of the government, concealing his status and mixing with the people so that he may learn from them and find ways of helping them. The keynote address that we would have got from him would have been in a key altogether different from mine.

Thank you very much for listening patiently. And I thank you Mr. Chairman, for the kind concession you allowed me to place a few of my thoughts before this prestigious group. Thank you very much, everybody.

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Material Management in Post Literacy and Continuing Education Programme in India

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One of the critical aspects of retention and application of hard-earned literacy in a literacy programme is the management of materials for post-literacy and continuing education. It involves four distinct stages, namely preparation, production, distribution and utilization of materials. Each of the stages has to be carefully planned and implemented to optimise the success of the programme. The job is ridden with difficulties in a complex situation that is obtained in a country like India. A bird's eye-view of the challenges of materials management and ways adopted to meet them in the Indian context has been given below.

1. Complexity and Magnitude of the Task

India is a vast country with an area of about 3.28 million square kilometres. It has varied terrains of mountains, sea coasts, fertile fields, thick forests and deserts, some with easy access and some inaccessible. It is multilingual with 1652 mother tongues, 200 tribal languages and 15 major languages according to 1971 census. It is a multi-cultural and multi-religious society, too.

According to 1981 census the population of India was 685 million, the ratio of rural and urban population being 76.3% and 23.7%. Of this population a large section, i.e. 437 million, was illiterate, consisting of 188 million males and 249 million females. In the age group of 15-35, the toral number of persons who could not get benefit from the formal system of education was 110 million in 1981, with 41 million males and 69 million females. The Government has resolved to cover all illiterate persons under the adult education programme progressively by 1995. It is expected that there would be around 5 million adult neo-literates by 1990. Besides this large number, 417.35 million boys and girls completed primary education during 1980-1985. More than twice this number is expected to be covered during 1985-90. All these primary school graduates would be swelling the number of neo-literates, demanding reading materials.

The neo-literates of adult education are expected to achieve a reading speed of 40-50 words per minute. However, the actual achievement is much lower than this, which hampers comprehension.

To meet the challenging task of catering to the very large and diverse needs of the fast and slow readers mentioned above, the Government has created 17 State Resource Centres which are guided by the National Resource Centre i.e. the Directorate of Adult Edu-

cation, New Delhi. Besides, there are other agencies like universities and colleges and voluntary organizations which provide resource support. Realizing that there is a further need of flexible, decentralized and diversified resource support, the Government has proposed to establish in each district a District Resource Unit for preparing materials, besides their other activities.

2. Contents and formats of Materails

It is strongly realized that the materials should not be prescriptive or sermonising in nature. The writers should look at things through the neo-literates' eyes. Their needs and interests, their ways of approaching the problems, and their likes and dislikes should dictate the preparation of materials. Meanwhile, national concerns should not be ignored. Since the groups who are to benefit from the neo-literates' materials and from the Government's welfare programmes are almost the same, the approaches suggested above synchronize invariably. The agencies producing neo-literate materials in India are mindful of this.

One of the major objectives of the Government planning, which is also the need of the neo-literates, is poverty alleviation. The other concern is induction of new techniques of agriculture. Green revolution has made India self-sufficient in food. However, due to optimum utilization of irrigated lands, it seems the country has reached a plateau of production in the last 2-3 years. The breakthrough now could be achieved in dry land farming by adopting new techniques. Some programmes under implementation are Special Rice Production Programme, National Oilseeds Project, National Wasteland Development Programme and National Pulse Development Project. These need to be explained in the materials. Similarly social foresting, horticulture, vegetable production, dairy development, poultry and fishing are the interest areas of rural neo-literates. The next area of information-need is preserving, processing and marketing of the fruits vegetables, dairy products, etc. since they are perishable. The country and the farmers lose 10% of the food grains each year, which could feed the whole country for a month. This loss could be minimized if the villagers knew how to store the grains safely. Rural crafts and services should be added to this list.

Health, small family women's rights, conservation and enrichment of environment, and national integration are immediate national concerns. Social and political awareness generated through free elections at grass-roots level is cereating a demand for social and political news. And, there is also an earnest desire for pure entertainment. The writers of neo-literate materials in India are conscious of these facts and are developing materials on all the above aspects.

The materials development agencies have adopted various formats according to local cultural bias and from the viewpoints of neo-literates' convenience, distribution facilities, durability, cost, rough handling and the size of the textual materials. Booklets being the most common, the other formats adopted are big picture-cards, 4-page folded cards, 4-page news bulletins, wall-papers, posters and charts, etc. It may be noted that some of the AJP materials have been adopted/adapted by the National Resource Centre, State Resource Centres of West Bengal, Uttar Pradesh and Gujarat in the original format or in a different one.

Narrations and stories are the frequently used styles. In recent months comics and picture stories have become quite popular.

3. Production

The National Policy on Education, 1986 has given a clear mandate that the production of materials should be of uniformly good quality using the modern techniques of printing. In view of this the latest publications have laminated covers, are beautifully illustrated and printed by off-set process in two-colours or multi-colours. But production is controlled by available funds, number of copies to be produced and local reproduction facilities. Neither the district level adult education agency, (i.e. District Adult Education Office), or the subdistrict level agencies (i.e. Project Office), have large sums to afford off-set printing, nor have they large readership. Therefore, they often go for letter-press printing or even cyclostyling. An inexpensive locally manageable and quality production-process would greatly help production of attractive materials at the district level which could also serve the objectives of diversified and need-based approach to materials development.

4. Distribution of Materials

The materials could reach from producers to readers either through a pipeline of distributing agencies or directly by post. It is also possible to store them at a central place where the readers come to read or collect them. In the proposed pattern of distribution, the production agencies would be dispatching their material to the district or project level authorities (if they were not the producing agencies), who would in turn transport them to various village continuing education centres, known as Jana Shikshana Nilayam, created for 5000 neo-literates. Those who were near the centre would come there to take advantage of it. But those residing in villages some kilometers away would be served by a mobile cycle library operated by a Continuing Education Worker. In case where the neoliterates are scattered far and wide, the materials would be delivered by mail every month. The stage does not seem to have

come when the neoliterates would hunt for books and buy them from the market.

5. Utilization

The indication of success of the programme of materials production is their utilization by the neo-literates. It could be ascertained directly through informal talks with the users, their family members and others. The distribution register could indirectly show the reading interest of neoliterates. There exists in the country a system of indirect enquiry about the utilization of materials. The direct approach, if it is there at all, is weak and needs to be strengthened. A small study conducted last year to find out the impact of literacy on the life and perceptions of neoliterates amply shows that the neoliterates would like to preserve their hardearned literacy skill and they would welcome the reading materials.

The issues of utilization and evaluation are in a way linked. The frequency of utilization could place the materials in order of merit from the most useful to the useless. Even though evaluation is much desirable, it has not received due attention from either the writer or the producer, the reason being that the history of systematic preparation of neoliterate material is very short, just 4-5 years. Now the time has come when this process of evaluation must be gone through.

6. Award for good books

The Directorate of Adult Education has been organizing since 1954 an annual writing competition known as National Prize Competition for Literature for Neo-literates. About 55 prizes are awarded to books each year, selected out of about 600 entries by experts. The aim of the competition is to encourage people with writing aptitude to write for neoliterates. It also brings in private publishers into the area of neo-literates literature. The awarded books are purchased by the Govt. and sent to libraries, supplementing the efforts of State Resource Centres. The scheme is full of promises.

Pedagogical Aspects of Neo-literate Materials for Rural Areas

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Reading skills

While providing reading material to rural neo-literates it is assumed that (a) they have acquired adequate skills in decoding written symbols, i.e. the alphabet, vowel signs, words, and (b) it is also assumed that the materials cover their interest in certain topics connected with their personal, familial, social life and its rural contexts.

These two assumptions have further connotations: (i) As regards reading skills, it is taken for granted that the visual impression of the written word will provide a stimulus for helping the neoliterates to recall, from their experience, the meaning implicit in the word concerned and relate that meaning quickly to the visual impression of the word, in all future reading activity. Increased skill in reading, therefore, implies establishment of immediate connection between the reader's visual impression of the work and activation of a concept or image already embedded in his mind through earlier experience. That is why the material for neo-literates must take into account the reader's familiar vocabulary. But knowing the reader's vocabulary is not enough. Since the meaning of many words depends on their context in a whole sentence, the habitual speech-forms of the readers become important aids for promoting reading with facility of understanding. The reading material has, therefore, to offer to the readers sentences which relate to the experience or 'world' of the target-group of neoliterates, of their familiar speech-forms.

Aids to reading

For making the meaning of words and sentences more explicit, illustrations of different kinds are often helpful. Besides, material presented in the natural speech-form by means of dramatic narration or conversations filled with action, lead to quick recognition of words and their meanings. Extensive theoretical explanations may not quickly relate to the speech-forms of the neoliterate reader, and thus fail to interest him.

The physiology of reading

Another factor related to the material for neo-literate readers is the extent of the habit acquired by the readers to scan words and sentences with enough speed in order to grasp the 'whole' meaning of sentences. Eye movements are slow in the early stages of learning to read and grasp of meaning is, therefore, obstructed. Since the learner's eyes are not sufficiently used to the detailed shapes of written symbols, the material for beginning readers has to be printed in a fairly large type in order to show the detail of each grapheme and the way letters of alphabet are combined in producing a word. In course of time, the shapes of not only the letters of the alphabet but of whole words get registered in the learner's memory and he no longer needs to trace every part of the shapes of letters and words. At this stage, the learner acquires speed in reading and also

in comprehension. Therefore, it is possible at this stage to reduce the size of the type used for neoliterate material and the importance of illustrations also gets reduced because higher reading skills make conceptualization easier. For instance, if 18-pt. type-face is used for 'beginning' literacy material, an expanded 16-pt. type-face may be used for readers who have acquired enough speed in comprehending the material. Speed of reading essentially denotes comprehension. Mere sight-reading with speed cannot be taken as a sign of a higher level of reading-skill.

The 'real' and 'extended' world of the reader

A further factor in neoliterate reading is (a) the contact of the reader with day-to-day affairs and (b) the overall sources of information beyond him. The larger the day-to-day sphere of activities of the neoliterate, the more vocabulary he acquires. Also, the range of his topics of interest is wider. Where the neoliterate lives in a fairly expanded 'reality', the reading material offered to him can use a fairly extensive vocabulary related to the contexts of his numerous activities and interests. In any case, if the reading material is to be intelligible to the neoliterate and to help him acquire reading-speed and comprehension, it must establish a meaningful linkage between the learner's real world and whatever new ideas it attempts to communicate. This requires, on the part of the writer, close knowledge of the familiar world of the reader and also of those aspects of the reader's unfamiliar world which may prove of interest to him or harmonize with his aspirations.

Emotional factors

Acquisition of reading-skills is as much an emotional process as cognitive. Words and sentences that touch the learner's feelings stimulate the desire to read further. The oral tradition of rural singers and story-tellers recognizes this factor. The learner is recognized not only as an organism that exercises his intelligence in learning but also as a human being with feelings. The emotional appeal of reading materials is thus an aid to learning. Also, the feeling of 'self-esteem' resulting from expanding the horizons of knowledge about persons, places, happenings, history, and avenues of development, accelerates the desire to read more in order to know more. Also, if 'reading-out' materials are used for listening-sessions of small groups of interested persons, the vocabulary and contexts interact with the thought-processes of the listeners and this process facilitates readiness to read. Thus, comprehension and enjoyment get combined in the process of reading. This factor of 'reading-out' is particularly important in the rural areas where folk-media have been the traditional channels of learning.

Field-Testing of Materials for Neo-Literates

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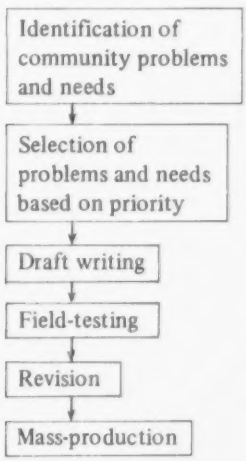
Procedure of developing materials for neo-literates

There are at least five key-steps of the procedure in developing materials for neo-literates. The five key-steps can be seen as flowchart below:



Identification of community problems and needs is the first step in developing the materials. This step is importance as to relate the content of the materials developed with the problem and the need of the people so the content can help the people as one way of the ways in solving their problem or to fulfill their need.

The following step is to select and make priority setting among the problems and the needs identified. This step is also important for determining the content of the materials because of some reasons as follows:

1. Every problem can not easily be solved by the materials. We have to select which problem or need can be solved easily by the materials.

2. There are problems or needs which are needed to be solved or to be fulfilled immediately and on the other hand there are problems or needs to be solved or to be fulfilled later on.

After selection of problems and needs we have list of priority of problems and needs to be put as the content of the materials we will develop. The next step is to draft the materials for neo-literates where the content will closely relate with solution of the problem or fulfilling the need selected. This step involves some activities like to determine the format of materials developed, to illustrate etc. We know

that there are four categories of materials for neo-literates as follows:

1. Category 1 is printed book materials.
   In this category format of materials such as book, booklet, photonovella, comics etc. are included.

2. Category 2 is printed non-book materials like single poster, serial poster, leaflets, wall newspapers, flipchart, cards, etc.

3. Category 3 is electronic media such as films, movies, videos, slide tapes, radio programmes, TV programmes, etc.

4. Category 4 is games and others like ordinary conventional game, card-game, jigsaw puzzle, future game (e.g. monopoly game), snakes and ladders, simulation games, puppet show, etc.

After we finish drafting our materials which could be done individually or in group then come the step of field-testing. The importance of field-testing is to find out parts of the materials which are strongly needed to revise. After revision, materials now ready for mass-production.

Preparation of field-testing

After we finish drafting materials now we have one draft master. For the use of field-testing we have to do limited production. In this preparation stage we also have to prepare instruments of field-testing. The instruments consit of questions to be asked to the people or target group or to be filled by the target group. The people who are being the target group of field-testing should be the same with the people who become target group in the stage of identification of community problems and needs. The questions asked in each instrument can be in form of open question, such as . . . "Can you tell me what is your opinion about this format?".
Or in form of close question like:
"Is this picture clear to you?"

a. Very clear
b. Clear
c. Not clear
d. Don't know

Mostly questions built in form of combination between open and close (open-ended) like:
"Do you find the illustration attractive?"

a. Yes
b. No
c. Don't know.

If your answer is no, what is your suggestion to improve the illustration?

. . . . . .
. . . . . .
. . . . . .

Questions for category printed book, printed non-book and games and others usually the same. For electronic media there are some additional questions due to the characteristic of the materials like music illustration, voice of narrator etc.

The questions we build should based on the criteria of materials for neo-literate as follows:

1. Easy to learn and to implement
   Questions for this criterion could be:

1.1. Do you understand the meaning of this part?
   a. Yes
   b. No
   c. Don't know.

If no, can you tel me why?

. . . . . .
. . . . . .
. . . . . .

1.2. After you read this part, can you try to do?
   a. Yes
   b. No
   c. Don't know.

If no, can you tell me why?

. . . . . .
. . . . . .
. . . . . .

etc.

2. Interesting, either the topic, format, language and drawings.
   Questions could be as examples:

2.1. Do you like this format?
   a. Yes
   b. No
   c. Don't know.

If no, can you tell me why?

. . . . . .
. . . . . .
. . . . . .

2.2. Can you tell me the meaning of this drawing?
   a. Fully understand
   b. Not understand

If not understand, what is your suggestion to change this drawing?

. . . . . .
. . . . . .
. . . . . .
etc.

3. Motivationg
Example question for this criterion could be as follows:

3.1. What do you feel after you learn from this format?
   a. Motivating
   b. Not motivating
   c. Don't know.

If it is not motivating, what is your suggestion to make this materials motivating to you?

. . . . . .
. . . . . .
. . . . . .

4. Effective
   Example question could be as follows:

4.1. Do you think that the content of this material fulfill your need?
   a. Yes
   b. No
   c. Don't know.

If no, what is your suggestion to improve the content of this material?

. . . . . .
. . . . . .
. . . . . .
etc.

5. Up-to-date
   Example question could be as follows:

5.1. The content of this booklet is about how to make compost. Is there any new better compost than this one you know?
   a. Yes
   b. No
   c. Don't know.
   etc.

6. Utilizable
   Example question could be as follows:

6.1. After you learn this folder, would you try to utilize it?
   a. Yes
   b. No
   c. Don't know.

If no, can you tell me why?

. . . . . .
. . . . . .
. . . . . .
etc.

Implementation of field-testing.

The instruments of field-testing can be asked both to a group of people or individually after we give them enough time to learn the materials.

Based on the answers of the people (target group) we classify and weight the total answers then we determine which part of the materials should be revised. The revised materials should be much better than before and this is the essence of field-testing.

Adaptation and Translation of AJP Prototype Materials for Neo-Literates: The Philippine Experience

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Introduction

We are very pleased to share with you our experience in the adaptation of AJP prototypes and translation into five main Philippine languages. But before anything else, we would like to acknowledge with deep appreciation and gratitude the assistance extended by ACCU under its Asian/Pacific Joint Production Programme (AJP) for this particular workshop and for its past collaborative projects with the Bureau of Non-formal Education of the Department of Education, Culture and Sports in our country.

This adaptation and translation workshop was a follow-up activity in connection with the attendance of two Philippine participants to the Fourth Regional Workship on the Preparation of Literacy Follow-up Materials for Neo-Literates in Asia and the Pacific held in Jayagiri, Bandung, Indonesia on 20–29, October 1986.

Organizer

The workshop was organized by the Bureau of Nonformal Education (BNFE) of the Department of Education, Culture and Sports (DECS) in collaboration with Asian Cultural Centre for Unesco (ACCU) which provided a modest funding support.

Objectives

General objective:

To adapt and translate AJP materials for neo-literates to suit Philippine clientele.

Specific Objectives:

1. Examine different types of AJP materials for neo-literates.
2. Set criteria for determining which AJP materials can be adapted for local use.
3. Determine which AJP materials can be adapted for local use.
4. Adapt selected materials to local situation.
5. Translate selected materials to five main Philippine languages.
6. Prepare field-testing instruments.
7. Field-test adapted and translated materials.
8. Revise and finalize materials.

Participation

A total of twenty four (24) participants were involved in the workshop categorized as follows: one (1) Workshop Chairman; one (1) Workshop Co-chairman, one (1) translator each for Cebuano, Hiligaynon, Ilocano, Maranao, and Pilipino languages or five (5) translators; four (4) writers; five (5) resource persons; two (2) artists; two (2) clerical aides; and four (4) typists. One (1) resource person from ACCU, Mr. Shinji Tajima, participated in Phase III.

Organization

The activity was conducted in three phases:

Phase I – Adaptation and translation of AJP materials into five main Philippine languages, conducted April 27–30, 1987 at the Department of Education, Culture and Sports, Manila.

Phase II – Try-out of field-testing phase conducted May 15–28, 1987 in selected rural and urban communities for each of the five (5) Philippine languages.

Phase III – Revision and finalisation of materials based on try-out results conducted June 1–5, 1987 at the DECS.

Activities Undertaken in the Three Phases:

Phase I

1. Examined the different types of AJP Materials

The AJP materials were displayed so that the participants can look them over. Comments were elicited as to content, presentation, illustration, physical appearance/type, etc.

2. Criteria for adaptation was set

A general guideline for critiquing the AJP materials to determine which could be adapted as set as to: a) characteristics according to purpose; b) characteristics related to content; and c) characteristics related to form and application.

3. Determined which AJP materials could be adapted

The participants were divided into two groups. Each group examined the AJP materials based on the set guidelines and determined which could be adapted for local use. The groups' choices were presented in a plenary session and final choices made. Assignments were then made as to who would take charge of the adaptation and translation of the particular materials.

4. Materials were adapted to localsituation

Participants incharge of the materials worked on the adaptation assisted by the artists who illustrated the ideas/concepts they thought of. This activity required a lot of creativity and innovativeness. English was used initially. The participants came up with the following materials:

	Title	Type
1.	Electricity Friend or Foe	Poster
2.	Trees	"
3.	Let our Rivers Live	"
4.	Sanitation	"
5.	Gardening	"
6.	Water cycle	"
7.	Cooperatives	"
8.	Household Tips	"
9.	First aid	"
10.	Use of Daily Wate	"

These materials were critiqued by the group and revised based on feedback from the group and made ready for translation.

5. Adapted materials were translated into five (5) main Philippine languages

Each of adapted materials was translated into the

fivemajor languages, manely: Filipino, Cebuano, Ilocano, Hiligaynon and Maranao by the translators/ writers.

6. **Prepared field-testing instruments and planned try-out scheme**

The types of materials to be field-tested were analyzed and questionnaire for each type was prepared. These were translated into the language of the clientele. The venue was determined based on the language of the place representing an urban and a rural community. Staff assignments and schedule of trips were also made.

Phase II

1. **Tried out the materials in the following venues based on the language of the place and type of community as follows:**

LUNGUAGE	TYPE OF COMMUNITY	
	URBAN	RURAL
Hiligaynon	San Agustin, Iloilo City	Banata, Iloilo City
Filipino	Pasig, Metro Manila	Sta. Maria and Sta. Isabel, Bulacan
Cebuano	Pardo, Cebu City	Pinamungayan, Cebu
Ilocano	Sta. Ignacia, Tarlac	Mameltac, La Union
Maranao	Bicutan, Taguig	Maharlika Village

2. **Responses were collated and analyzed**

Report for each language group was written on profiles of clientele and the community and comments/ suggestions of respondents on the materials presented to them.

Phase III

1. **Activities undertaken in Phases I and II were recapitulated.**

2. **Orientation on procedure and outputs of Phase III was given.**

3. **Results of field-testing were reported by each language group.**

Each group reported the results of the field-testing stressing on the profile of the clientele and the community and the reactions/comment uggestions of the respondents.

4. **Materials were revised based on feedback/field-testing results.**

Writers/translator who participated in the field-testing activities revised the materials assigned to them. The revisions made are summarized in Annex A. The artists assisted them in the revision of the illustrations. Mr. Tajima gave some pointers on revision after listening to the field-testing reports. The final adapted materials were as follows:

	Title	Type
1.	Electricity: a Friend or Foe	Poster
2.	Plant Trees	"
3.	Prevent Illness keep yourself, your home and surroundings clean.	"
4.	Home Gardening for Pleasure and Project	Flip chart
5.	Water: It's cycle and uses.	Booklet
6.	Household Tips	"
7.	In case of emergencies	"
8.	Waste can be useful	Audio-vision
9.	Cooperatives	Comics

5. **Report on the three phases of the adaptation and translation of AJP prototypes was written and subsequently submitted to ACCU together with finalized materials which were written in English.**

Concluding Statement

This, in a nutshell, is how we went about the adaptation and translation of the AJP prototypes. We are very glad that ACCU thinks our adapted materials made improvements on the prototypes in suiting it to our clientele. We hope that with ACCU assistance once again, we will be able to print enough copies of the adapted materials for distribution ot users to augment the scarce materials for neo-literates in the field.

ANNEX A

REVISIONS OF MATERIALS BASED ON COMMENTS/ SUGGESTIONS GIVEN DURING THE TRY-OUT

Type of Material	Title	Comments/Suggestions	Revision Made
1. Poster	1. "Prevent Illness Keep Yourself, Your Home and Surroundings Clean"	1.1 Top to bottom arrangement of pictures not suited because we read from left to right.	1.1 Picture arrangement was changed to conform to left and right direction
		1.2 Pictures appear to be mixed up. There is no unity	1.2 Pictures were re-arranged and classified with three rows corresponding to: a) yourself, b) your home & c) your surroundings. Captions changed to make "prevent illness" the unifying theme.
		1.3 Picture showing boy defacating is no longer applicable. Almost all homes have toilets.	1.3 The picture was deleted and changed to one showing dirty surroundings. Another picture showing clean surroundings was added.
		1.4 Some captions/ phrases do not fit the pictures.	1.4 Captions were improved and/ or picture changed or improved.
		1.5 Some words (dialect) are not accurate.	1.5 Words/phrases changed as suggested.
2. Poster	2. "Plant a Tree and Save Life"	2.1 Title is not reflective of illustrations	2.1 Title changed to "Plant Trees, Trees are Useful, Conserve Them"
		2.2 Message not clear. No values developed.	2.2 Message focused on on "Trees are useful. Let's Plant Trees to Conserve Out Forest."
		2.3 Some pictures are duplications.	2.3 One picture for each category to show uses of trees, planting trees, and conserving trees was made.

3. Poster	3. "Electricity: Friend or Foe"	3.1 Pictures crowded and mixed.	3.1 Pictures showing electricity as friend was separated from these as foe. Common problems w/ electricity prioritized (e.g. flying kite)
		3.2 Some illustrations are suited only for urban setting e.g. modern street lighting.	3.2 Illustration of electric bulb was included.
4. Plip Chart	4. "Home Gardening for Pleasure and Profit,"	4.1 No cover	4.1 Cover with title artistically written provided.
		4.2 House in illustration no longer common (Nipa Hut)	4.2 Illustration of house changed.
		4.3 Appears to be wide field rather than just a yard.	4.3 Fence and neighboring houses added.
		4.4 Illustrations not very clear as to what they want to show.	4.4 Illustrations improved as follows: Chart I– Unfenced house with stray chickens, garbage littering yard. Chart II– House with yard fenced, chicken house in one corner. Chart III– Fence and neighboring houses added. Chart IV– House connected to faucet in watering plants added. Chart V– Vegetables clearly in one row and medicinal plants in another row shown in garden. Chart VI– Varied fruit trees at the back of the house. Chart VII– A beautiful and useful home garden that meets captions of Charts II to VI.
5. Booklet	5. "The Life and Uses of Water."	5.1 Title not apt	5.1 Title was changed to "Water: It's Cycle and Uses.
		5.2 Boat on river is out of place.	5.2 Boat was deleted.

		5.3 Page showing uses of water too crowded.	5.3 Some pictures were deleted.
		5.4 Cycle not clear.	5.4 Arrows were added to show cycle.
		5.5 Some pictures need improvements.	5.5 Pictures were improved: 1) Adult male with plastic shawl and hat, Boots of boy changed to rubber shoes. 2) Pit latrine was added in picture of underground water and well. Caption added. 3) Illustration of kitchen made more rural. 4) Irrigation construction added. 5) Carabaos and ducks removed from river and placed nearby. 6) Rocks added to river in washing scene.
		5.6 Mo values included.	5.6 Conservation of water added including instructions to teachers.
6. Booklet	6. "Household Tips"	6.1 Topics are more suited for urban than rural clientele (e.g. rural clientele has no refrigerator; they do not store eggs, broom stick cheaper than shellac etc.)	6.1 Retained for urban clientele only.
		6.2 Illustration on cover not clear	6.2 Improved to show a house. Additional drawings on the outside of each page were made for easy identification.
		6.3 Vary/change some of the pictures for they are all similar.	6.3 Illustrations improved and summary of tips added on the last page.
		6.4 Some terms/words in the dialect used in the captions need to be improved/changed to make it clearer and/or more appropriate.	6.4 Terms changed as suggested.

7. Comics	7. "Cooperative for Better Life."	7.1 Conservations should be written left to right.	7.1 Changed accordingly. Illustrations were improved.
8. Booklet	8. "In Case of Emergency"	8.1 Sucking snake bite dangerous some illustrations not clear, pictures should be bigger.	8.1 This was deleted. Said illustrations were improved as per suggestions.
9. RadioVision	9. "Making Use of Waste"	9.1 Construction, should be clear and understandable.	9.1 Illustrations were labelled.
		9.2 Explain further the steps in making methane gas.	9.2 Captions improved.
		9.3 Needs actual demonstration.	9.3 Whom to contact for demonstration included.

Format and Design of Neo-Literate Materials

Mr. Shinji Tajima
Head, Book Development Section,
ACCU

Source: "Guidebook for Development and Production of Materials for Neo-Literates" published by the Asian Cultural Centre for Unesco, 1985

Part 1. Selection of format

1. Matters to be considered when selecting format

Format of materials for neo-literates is decided on the basis of what may be most appropriate and effective for the content of the particular materials to be produced.

When intended expression of content is most appropriately matched to format (booklet, pamphlet, poster, game, audio-visual medium, etc.), a highest degree of effectiveness is achieved; if however, the proper format is not selected, content is not clearly and vividly conveyed, and the communicative effect is markedly diminished.

In deciding upon format to be used, it is important to be knowledgeable of: (1) needs and literacy level of target audience neo-literates, (2) location and conditions in which materials are to be used, (3) methods of application and their clarification, and (4) production cost and process and means by which the materials are to be produced.

1) Understanding needs and literacy level of target neo-literates

As neo-literates seldom have enough time to study in a school or special literacy class, it is necessary when selecting a format to be aware of what type of format the target learners would like to use, even in a limited time frame. When producing posters and audio-visual materials to be presented to a group of people, it is particularly important that the literacy level of the group itself as well as that of individual members be known in order to employ an effective format for group use.

2) Location and conditions in which materials are to be used

It is necessary to know in what type of setting (environmental conditions) the materials are to serve, and in what manner they are to be applied. Materials such as posters should be displayed prominently, over a long period of time, in locations where people assemble or on a large wall surface. Audio-visual materials normally require facilities and equipment such as electricity and slide projectors. The products or materials should be well aware of the locally available resources and the background of the target learners culture, customs, preferences, etc.

3) Methods of application and their clarification

In producing materials for neo-literates such as

games and comparatively thick books, care should be taken so that they do not require excessively detailed guidelines for their application by instructors. Format of materials must be carefully considered so that the materials can be at first easily accepted and understood by the instructors. A format which includes complications or problems in application or does not clearly and simply convey the intended message should be avoided.

4) Production costs

Cost of materials production varies greatly, depending on format used. It is important to determine best possible format, process, and supplies to be utilized within the budget set for the particular production.

Possible formats for materials for neo-literates

Category	Format
1. Printed book	book booklet photonovella comics etc.
2. Printed non-book	poster leaflets (flyers) wall newspapers news periodicals and journals flipchart picture story-telling hardboard set cards (flash cards, picture cards), etc.
3. Electronic media	films (8 mm, 16 mm, etc.) movies videos slides tapes radio programme and TV programme, etc.
4. Games and others	1. ordinary conventional game card games, jigsaw puzzles, "future" games, games of finance (e.g. "Monopoly"), board games such as *sugoroku* ("Parcheesi") snakes and ladders, etc. 2. simulation game 3. others puppet show, shadow play, fork dance, songs, etc.

(1) Booklet

Characteristics of Booklets

A booklet is a printed and binded book of less than 100 pages. Booklet designed for neo-literates are made up of approx. 10–30 pages, depending primarily upon literacy level of target readers and contents of booklet.

A booklet is, basically, something to be kept by the individual and read at leisure whenever desired. Themes suitable for booklets should feature (a) a well-ordered, easily understood series of explanations, or (b) an easily understood story like progression.

Guidelines for booklet writing

Planning

Functions and Objectives:

Make a decision as to what the functions of the booklet will be to achieve the objectives set. This

will serve as guide in the selection of content, learning activities, teaching strategies and evaluation techniques.

(2) Poster

Characteristics of posters

The basic function of a poster is to clearly present visually and directly a message to many people at once. While the poster is an effective means of conveying a lasting impression in a short time, communicating detailed information is not feasible.

Posters can be categorized as either (A) campaign-type, designed to strongly project a single meassage; or (B) instruction-oriented, illustrating and explaining through a single scene or series of scenes (which may be somewhat complicated) some profitable information of knowledge.

Posters can be applied in a variety of ways, especially as instructed aides for beginning-level noe-literates.

Elements of a poster

Most posters consist of 4 basic parts: (1) slogan, (2) visual, (3) secondary message (course of action required) and (4) logo. For example, this is a typical poster for brest feeding.

(3) Slide kit

Characteristics of slide kit

A slide kit is one of the simplest audio-visual electronic medium comprised of a number of slides and (a) cassette tape(s) on which explanation and/or background music and sound effects are recorded. By simultaneously showing slides and playing back the recording, learning enjoyable through eye and ear is made possible.

A topic can be impressively presented to a large group of people through this entertaining medium. Slide kit presentations can be a very effective source of motivation for the viewers. Then, through follow-up supplementary material and discussion, an instructional capability can also be realized.

As electricity, slide projector, and cassette tape player are required and a dark condition must be maintained during presentation, places and situations where slide kits can be utilized are limited.

(4) Games and others

Introduction

Games can be divided into two categories, they are (a) ordinary conventional games, and (b) simulation games. Ordinary conventional games (a), including numerous traditional games of each country and many new variations designed for learning children with necessary modification to suit to the adult neo-literates. The latter (b), presenting an issue or problem and suggesting its solution through role play by the neo-leterates, is a means of involving the learners directly in an activity that requires little or no preparation of materials.

(5) Radio programme

Characteristics of the radio programme in literacy education

Radio broadcasting has much to offer and is clearly not a poor second to the more immediately attractive television.

Some of the rural communities are so isolated that transportation and communication are rather difficult. They are isolated not only physically, but culturally as well, which can be far more damaging to the person's state of sell-being. Such places are however, within range of broadcast radio signals. As a means of reaching the vast majority of rural people the radio is a most suitable medium.

With the small transistorized radio more people can be reached, and listeners need not be fixed in one place in order to receive the information. It is not uncommon in both rural and urban areas to see men and women walking along, listening to a portable radio carried in a shirt pocket, or working people with a transistor radio close by.

(6) Photonovella

This effective format for neo-literate materials tells a story through a series of photographs arranged in sequence as a booklet.

The photonovella is well-suited to visually and realistically convey the content in an impressive manner, and can be employed easily in presenting desired scenes in cases where an illustrator is not available.

The production process progresses, basically, as is outlined in "Steps in developing materials for neo-literates". Paying attention to the following points when producing photonovella, however, can result in increased effectiveness:

(1) Items (scenes, etc.) of importance in the development of the story should be clearly depicted in photographs. Too many objectives or overly

complex situations should not be introduced in any one scene, and each scene should maintain clear continuity in the story.

(2) Distant shots and close-ups should effectively be combined to avoid monotony in visual presentation.

After deciding the theme and format of the material to be produced, the practical steps of material development such as preparation and drafting of manuscripts and illustration, pretesting, etc. will start. Generally, the steps of material development are roughly showed as the following flow chart:

1. Topic Selection
2. Contents Arrangement
3. Script Preparation
4. Illustration
5. Arrangement and Editing
6. Finalization of Title and Captions
7. Field Test
8. Revision

Mass Production

[Characteristics of illustrations for use with literacy materials – applicable to all materials formats]

As illustration is strictly evaluated visually, high quality illustration should be used for best possible effect.
Furthermore, cooperation from illustrator(s) fully aware of subject matter and the issue(s) addressed in the materials is crucial.
The following points should be kept in mind when illustrating materials for neo-literates:

(1) Illustrations should be attractive interesting, enjoyable.

(2) Use simple and clear illustrations accurately representing content.
(Avoid cluttered backgrounds and including excess unrelated elements.)

(3) All sketches, abstractions, and cartoons should be recognizable by target readers.

(4) Features and clothing of human figures, scenery, structures, tools, etc. in illustration should conform to those of target reader's surroundings.

(5) Culture, leisure, health, medicine, work skills, science – there are illustrations appropriate to each field.

Part 2. Designing and Layout

1. Designing

It should be fully understood that in producing educational materials for neo-literates, in addition to to ensuring that interest of the target group is stimulated through visually attractive, easily comprehended, enjoyable material, attention to the important role of designing should be paid. Layout and composition in designing should, first of all, render letters, words, and sentences, as well as illustrations, graphs, and photographs, in a easily readable and understandable way and, additionally, be such as to draw the reader's interest. In this layout and design, or distribution of elements on the page, blank spare in proportion to total page surface is an important consideration. Five basic principles in the distribution of elements of the page surface are given below:

(1) Contrast

(2) balance

(3) proportion

(4) rhythm

(5) unity

1) Paper size and arrangement

In the case of a book or booklet size and number of pages and paper quality should be decided on, and in the case of a poster or board game size and quality of paper or card stock decided on, and script and illustrations, photographs, etc. should be laid out to best facilitate understanding and enjoyment. Devise a layout scheme which best fits the condition, mood, expression, and needs of the target neo-literates.

2) Typeface

To avoid confusion and loss of interest on the part of neo-literates, complex or otherwise unclear typeface should not be used. Use a most readable, plain type face, one which is best suited to communicating the message to the reader.

Consider size of letters or characters, length and order of sentences in designing materials that are easily

read and well received by target neo-literates. Neo-literate materials should use larger typeface to make it easy reading.

Source: Specimen of printing types, november 1982 (M.N. Shanthy & Co., Sri Lanka)

3) Relation between illustration and script

Coordinate illustrations and script suitably to clearly represent the content. Be particularly careful to design script portion in a manner for easy reading when the materials are for neo-literates.

Through effective use of blank (white) space, the possibility of psychological resistance to the script is minimized and affinity with the materials is encouraged in the reader.

4) Color

The use of color involves higher production costs but enhances attractiveness. Effectiveness is particularly hightened when booklet covers, especially crucial information, charts, etc. are done in color. Use of color should also be based on custom, tradition, preferences etc. of people in the target area.

Color schemes can be designed in monochrome, 2-color, 3-color, or 4-color; this should be done in accordance with objective content, necessity, and economic and other conditions.

5) Selection of paper

Choose paper or card stock that best suits the medium (book, booklet, pamphlet, poster, card, or board game). Because materials for neo-literates are read and otherwise used a number of times, the materials they are printed on should ideally be as durable and light in weight as is economically possible.

Printing paper should be chosen in consideration of the following six characteristics:

(1) smoothness
(2) softness and flexibility
(3) oil absorbancy
(4) whiteness or color and hue
(5) strength and durability
(6) size

Use paper that is locally available. Cloth can also serve as printing surface material and, being generally more durable and flexible than paper, can be effectively utilized for posters and other materials that are often folded or rolled.

2. Layout

Layout is the product of a design concept realized via text and picture. In neo-literate materials the purpose of layout is to organize and present material in order to facilitate learning. To present the learning goal clearly is important. One may have originality in layout but if the target neo-literates unguided or confused, then that layout has failed a major test. Look at the material through the eyes of the leaner; ability to scan and organize is considerably different and more sophisticated.

Good layout is the result of mastery of various elements: (a) an understanding of the possibilities of the mechanical instruments – what can be done with color for example and what substitutes are equally good; (b) for designers of neo-literate materials, an understanding of target neo-literates, capabilities and needs; and (c) mastery over 'tools' – type, style and size, space and margin, length of line, color.

Analysis and identification of Problems and Needs of the Villages – by NP Method

Mr. Shinji Tajima
Head, Book Development Section,
ACCU

Introduction

This is a kind of method for the analysis and identification of needs and problems after a village survey. Through this method, we can easily and practically analyse the village data with active participation of participants. This method of collecting and analysing field data is called 'NP Method'. This method has been used in the earlier Regional/National Workshops.

Procedure

The procedure is briefly explained as follows:

(1) Participants are divided into groups of about 10 people in each group.

(2) After coming back from survey and field visit in the village, each group discuss about problems and needs in the village related with various topics freely for about 20/25 minutes, so that they have some idea of the issues to be taken up in order of importance of the issues.

(3) After the discussion, each member in the group writes most crucial problems and needs in small pieces of papers, one person writes down about 10 different items, one item on one piece of paper. About 20 minutes is given for writing. Each item

should be written in:
- simple language and in short sentences;
- the content should be clear and practical;
- it should be easily understood by everybody.

(4) After all the partipants in a group have finished their writing, the pieces of papers are collected and sorted to classify and group them according to their similarity. These pieces of papers with problems and needs are pasted in a big sheet of paper in clusters.

(5) The headings for each category of problems and needs are written down to summarize the points. Through this method, it is possible to identify the problems easily and practically and to relate them into action for solution.

(6) After the identification of problems and needs, the participants could be asked to do similar exercise to suggest the solutions. Alternatively, when the participants were asked to write the needs and problems, they also could be asked to write both problems and solutions (about 10 items by each person).

Remarks

This method was found very interesting, participatory and practical in earlier workships. However, it is only a suggested method, there may be other better methods. We must be always flexible and open for improvement.

CHAPTER III

National Follow-up Activity Plans Prepared by National teams of the Participants in the Workshop

China, India, Indonesia, Malaysia, Nepal, Pakistan, Philippines, Thailand, Vietnam

National Follow-up Activity Plan

Introduction

One of the objectives of the workshop was to prepare plans of follow-up activities by each country's team to further apply the results of this Regional Workshop in each country. Followings are the national follow-up activity plans presented by the respective teams in the Workshop.

CHINA

Production of AJP materials

China, as a state member of the UNESCO, will make a continuous effort to develop and produce the AJP materials. Several AJP materials will be adopted in China nationwide through translation or adaptation.

1. Titles, method, format and estimated numbers of copies of each materials

1. My Village, My Family, My Asia

- Reprinting with a little modification in the form of booklet
- Retaining the original text with Chinese version.
- 20,000 copies

2. Pit Latrines for a Clean Village

- Adapted to posters
- 10,000 sheets

3. Nutrition Card Game

- Reprinting or with some adaptation
- Translating or English along with Chinese version.
- 20,000 copies

4. Water for Everyday Life (Audio-visual Materials)

- Slide kits
- 100 sets

2. Responsible Agency and Person

1. Agency: Adult Education Division, Hebei Education Commission
2. Person: Zhang Jian, head of the Adult Education Division

3. Assistance Sought from ACCU/Unesco PROAP

1. Financial

   Amount $1,000 for printing and distribution

2. Materials

   Provision of the original samples

3. Technical

   Experts service if necessary

INDIA

Workshop

Govt. of India in its new document on National Literacy Mission has proposed to start Continuing Education Centres viz. Jana Shikshana Nilayam, where the follow-up literacy activities will continue. In order to equip the centres with proper material, the experts in the area of material production for follow-up literacy have to be trained. It is proposed to conduct one National Workshop and three Regional Workshops in India on the model of ACCU 5th Regional Workshop to train more resource persons to prepare follow-up literacy materials.

1. Objectives and Contents

- To train the persons in State Resource Centres engaged in material production on the model of ACCU Fifth Regional Workshop;
- To prepare prototype materials in Indian languages.

Content: Material Production for follow-up literacy.

2. Number of Participants and their background

The number of participants would be approximately twenty. All of them would have some exposure to writing and illustrating material in the field of adult education while working in various State Resource Centres.

3. Venue and date

Venue: Mysore. Karnataka State, India (tentative)
Date: 15 Feb. to 24 Feb. 1988 (10 days)

4. Tentative Programme of the Workshop

(a) Importance of follow-up literacy materials in the context of JSN
(b) Pedagogical and technical aspects of material production for neoliterates
(c) Identifying the problems by field visits
(d) Development of different kinds of prototype materials

(e) Field testing.
(f) Revision of materials

5. Resource Persons

The Resource Persons would be drawn from the persons who attended the 5th Regional Workshop of ACCU at Pune from 9 to 18 November, 1987, will be the faculty members to this workshop.

ACCU will be requested to depute a group of resource persons.

6. Training Materials

Training materials produced by ACCU will be used as main instructional materials.

7. Assistance sought by ACCU.

a. Financial
b. Technical (experts team)
c. Materials (documents)
d. Duplication facilities

The above mentioned assistance is sought from ACCU.

8. Organisers

The Directorate of Adult Education, Govt. of India and State Resource Centre, Karnataka, will together organise the workshop.

Lingadevaru Halemane
Executive Director
State Resource Centre
464, AB Block
Kuvempunagar
Mysore; 23
(Karnataka, India)

Dr. Chandra Shekhar Dave
Coordinator Material
State Resource Centre for
Adult Education
680 Vijaynagar, Annapuram Road
Indore, M.P. (India)

INDONESIA

Production of AJP Materials

Background

We have translated and produced 500 copies of "Guidebook for Development and Production ofMaterials for Neo-Literates".

The "Guidebook" have already been distributed to 204 District Learning Centres all over Indonesia, 27 Community Education Provinsial Offices in 27 provinces throughout Indonesia. Directorate General of Non-Formal Education Youth and Sports and all directorases wish the Directorace General and government institutions Lately we received so many requests especially from 12 Universities and teacher colleges which have non-formal education departments within the universities and teacher colleges to have the "Guidebook".

To fulfill the needs of the universities, teacher colleges and non-government organizations which run relevant programmes, we are going to peoduce 500 copies more.

Estimate Number of Copies

500 (five hundred copies)

Responsible agency

National Centre for Development of Learning Activities (BPKB) Jayagiri, Lembang, Bandung

Responsible person

Maman Suherman
Director, BPKB Jayagiri

Assistance sought for ACCU/UNESCO PROAP.

In form of financial assistance US$1,000 – (one thousand US dollor).

MALAYSIA

Production of AJP Material

Background:

In 1985, Malaysia successfully adapted and adopted 7 materials from Asia Pacific Joint Production. In 1986, 5 materials were printed.

This programme is very important to be continued for the future for NFE benefits. Malaysia, especially Community Development Division are very happy to have this opportunity.

2. Title of Materials.

a. Use of Daily Waste

b. Trees
c. Electricity: Friend or Foe
d. Cooperative

3. Number of copies of each type

The estimate numbers will be adopted and adapted is 500 each.

4. The process of adaptation and adoption.

1. Pre-testing to various participant

a. The material will be displayed to give the information to the participant.
b. The participants will give their comment about the content, presentation, illustration, colour separation, type setting acts.
c. The list of guidelines of question will be given to instructor or participants.
d. set of the criteria for adoption and adaptation.
e. modification of the material according to the participants feedback.
f. Field-testing to participants.

5. Responsible agency and responsible person:

a. Responsible agency:
– Community Development Division (KEMAS), Director of Community Education, Ministry of National and Rural Development,
Komplex Kewangan, 6th Floor,
Jalan Raja Chulan
50606, K. Lumpur
Malaysia
(Mr. Yusoff Romli)

b. Responsible person
– DIRECTOR GENERAL
Community Development Division (KEMAS), Ministry of National and Rural Development, 6th Floor, Komplex Kewangan, 50606, K. Lumpur
Malaysia

– Mr. Yusoff Romli
Director of Community Education Branch
Ministry of National and Rural Development, 6th Floor, Komplex Kewangan,
Jalan Raja Chulan
50606, K. Lumpur
Malaysia

6. Assistance

a. Financial

The total amount of production AJP material will be merely US$2,500. Community Development Division will be jointly assist the other extra amount.

b. Technical

– ACCU/UNESCO PROAP should send one or two person to help Malaysia (KEMAS) in Workshop for adoption and adoptation AJP material.

c. Material

– ACCU/UNESCO ROEAP should give material assistance:

i) Duplicating paper – 10 Reams
ii) Mount Board (20" x 30") – 3 Dozen
iii) Slide Film and processing fees. – 10 Rolls

NEPAL

Organization of National Workshop

Training and workshop on new literacy follow-up materials.

Introduction

The fulfilment of the UNESCO proclamation that today's children may not be tommorow's illeteretes adult. We have to lunch effectively an educational programme to meet the very objective removing illiteracy by 2000 A.D.. Begining many things, we are not getting good result in education. So training programme specially in the field of new literate follow-up materials is needed in our country which may help to meet the goals.

Objectives of the Workshop Training

(a) Adoption of the AJP follow-up materials in local situation to create environment to stop the trend to change into illiterates.
(b) To fulfil the sologan of "Education for All" by 2000 A.D.
(c) Translation and adaptation of AJP materials in Nepal.
(d) To develop suitable materials for neo-literates in connection with Nepalese situation.
(e) For the conceptional development of the people towards girls literacy, adult education and the betterment of the rural life like: health, nutrition, way of living and environment.

Contents

(a) Conceptual development of the participants work papers and lecture will be produced in different areas of the objectives.
(b) About the present Literacy situation and slogan of APPEAL.
(c) Overview on the present situation of women and adult education and future programme.
(d) Preparation, translation and adoption of the new literate follow-up materials like poster, pamplets, game, audio visuals aids and field testing in the Rural Areas for the fully adoptation in the local situation.

Tentative Programme of the Workshop

1st day – Inaguration and paper presentation.
2nd day – Paper presentation.
3rd day – Introduction of materials related to the new literates including AJP materials. Group discussion of field observation.
Tools preparation.
4th day – Orientation about the village.

5th day – Collection of data, analysis of data identification of problems. Analysis of problem solving.
6th day – Translation of the AJP materials and it's usefulness in relation to the inditified problems.
7th day – Field Testing of the translated materials.
8th day – Modification and revision of the tested materials, Reporting, Closing.

Assistance sought from ACCU/UNESCO PROAP

(1) Financial
(2) Technical experts service from ACCU/UNESCO PROAP.

(3) AJP materials related materials and equipments.

Number of particiants and their background

(a) Districts education officers who are working in the filed to implement formal and non-formal education programme.
(b) 5 secondary school supervisers who are working in the field as the regulator and evaluator of the programme.
(c) 5 primary school supervisor who are directly related to the formal, non-formal education programme.
(d) 5 experts from the Ministry of Education and Culture and Regional Director of Education Office.
(e) 5 teachers who are working in the village adult education centre as adult educators.
(f) Others persons.

Date and Venue

April 1988, Kathmandu

PAKISTAN

Title

National workshop on the preparation of Literacy follow up materials in national language.

Venue

LAMEC Training Institute Lahore.

Date

April 1988

Working languages

National language (Urdu)

Organizaed by

Literacy Adult and Mass Education/Allama Iqbal Open University Islamabad.

Responsible persons

1. Chairman literacy Adult and Mass Education Islamabad. (Lt. General Majeeb ur Rehman)
2. Vice chancellar, Allama Iqbal Open University Islamabad (Dr. G.A. Alana)

Objects

The objectives of the Workshop will be to provide training experiences concerning the neo-literate materials relevant to the needs of the rural people to the participants from all over the country in:

– the development and production of neo-literate materials, including design and illustration;
– The study of needs and problems in rural areas;
– the distribution and utilization of neo-literate materials.

Contents

To achieve the objectives of the workshop the work of the workshop will consist of the following matters.

(1) Exchange of information among participants.
(2) Understanding of the neo-literate materials produced in the 5th Regional workshop.
(3) Survey of the problems in rural areas including analysis and relevancy.
(4) Development of effective and simple neo-literate materials especially for women in rural areas.
(5) Field testing of the produced materials.

(6) Planning of effective utilization of the neo-literate materials.
(7) How to design a training workshop.

Faculty member

The faculty members of the workshop would be those who are experts in literacy personel training from the LAMEC, AIOU, curriculum wing and UNESCO. The faculty members will prepare written papers and will be responsible to the activities of the workshop. They will also use the related documents and materials related to the workshop.

Training materials

Training materials will be
a. Written papers by the faculty member
b. Audio-visual aids
c. Materials produced in the 5th Regional Workshop on the preparation of literacy follow-up materials in Asia and the Pacific held at Pune, 9–18 November 1987
d. Working paper for discussion
e. Briefing meetings

Participants

The participants of the workshop will be from the following departments and organization by nomination:

1.	LAMEC	5
2.	AIOU	2
3.	Education Extension Centres of the four provinces and AJK	6
4.	Institute of Adult Education Lala Muza	2
5.	Elementary teachers training colleges	5
6.	Artist (from the LAMEC & AIOU)	5
	Total	25

Assistance

Ministry of Education Gort. of Pakistan will be very obliged to ahve the following assistance from ACCU, UNESCO PROAP and the UNESCO National Commission.

1. Financial,
2. Technical (experts services)
3. Material (documents)

Programme

Detailed programme's scheduled will be chalked out later on with the consultation of the other faculty members and authorised agencies.

Expenditure of the workshop

Estimated expenditure of the workshop will be more than Rs. 80000. (US doller 6,500) as detailed below:

1.	TA/DA of the participants,	60000/ –
2.	Other	20000/ –
	Total	80000/ –

PHILIPPINES

I. Introduction

The Bureau of Nonformal Education (BNFE) adapted to local situation some prototype AJP materials and translated these to five main Philippine languages in a three-phased Workshop conducted from April to June 1987. Incidentally, the experience in this Workshop was shared by the Workshop Chairman during the Fifth Regional Workshop on the Preparation of Literacy Follow-Up Materials in Asia and the Pacific held in Pune, India last November 9-18, 1987.

Considering the urgent need for materials for neo-literates in the field, the Philippine Follow-Up Activity of the Fifth Regional Workshop is the further refinement of the adapted materials and their mass production and distribution to the various Nonformal Education Reading Centers in the thirteen (13) regions and 127 divisions in the country.

II. Objectives

1. To further refine the adapted AJP materials for neo-literates.
2. To mass produce the refined adapted AJP materials.

III. Participation

A production Team will be composed of the following:

Team Chairman	–	1
Vice-Chairman	–	1
Writers/Translators	–	8
Educational Specialists	–	2
Artists	–	2
Typists	–	2
Consultants	–	2
TOTAL		18

IV. Strategy

A. Refinement of materials. Before forwarding the materials to the printer, the Production Team will conduct the following:

1. Final review/critique of materials
2. Preparation of final copy of materials
3. Final editing, typing, lay-outing, and graphic inputs

B. Printing of materials

The materials will be printed in the following languages and number of copies:

Title and Type	English	Pilipino	Cebuano	Ilocano	Hiligaynon	Maranao
1. Prevent Illness (Poster)	500	1,500	1,500	1,500	1,500	2,500
2. Plant Trees (Poster)	300	500	500	500	500	500
3. Electricity: A Friend or a Foe (Poster)	300	500	500	500	500	500
4. Home Gardening for Pleasure and Profit (Flip Chart)	300	500	500	500	500	500
5. Water: Its Cycle and Uses (Booklet)	300	500	500	500	500	500
6. Waste Can Be Useful (Flip Chart)	100	300	300	300	300	300
7. Cooperatives for Better Life (Booklet)	100	300	300	300	300	
8. In Case of Emergencies (Booklet)	300	500	500	500	500	500
9. Household Tips (Booklet)	100	300	300	300	300	300
	2,100	3,900	3,900	3,900	3,900	3,900

Printing will be done by an authorized printer in consultation with the Production Team. Copies of printed AJP materials will be distributed to the division NFE reading centers.

V. Work Schedule

A. Final Review/critique of materials
March 1-15, 1988

B. Preparation of final copy of materials
March 16-31, 1988

C. Final editing, typing, lay-outing and graphic inputs
April 1-30, 1988

D. Printing of materials
May-June 1988

E. Distribution of materials
July-August 1988

VI. Financial Requirements

A. Personal Services
(Honoraria of Production Team)

Breakdown

Team Chairman	500 x 1 x 2 =	1,000.00
Vice-Chairman	450 x 1 x 2 =	900.00

Writers/ Translators	500 x 8 x 2 =	6,400.00
Educational Technologists	450 x 2 x 2 =	1,800.00
Artists	300 x 2 x 2 =	1,200.00
Typists	250 x 2 x 2 =	1,000.00
Consultants	400 x 2 x 2 =	1,600.00
		13,900.00*

B. Maintenance and Other Operating Expenses

1.	Food (Snacks and Lunch during meetings, overtime work, etc.)	3,000.00*
2.	Supplies and Materials	3,000.00*
3.	Travel expenses (messengerial and other related to project)	1,100.00*
4.	Printing Cost	550,000.00**
		557,100.00
		++13,900.00*
	TOTAL	571,000.00

*ACCU contribution (US$1,000.00)	21,000.00
**BNFE counterpart	550,000.00
TOTAL	571,000.00

THAILAND

Production of AJP materials

Rational

Thailand has begun its national literacy campaign since 1984 and is puccessful in reducing the number of illiterates to a certain extent. In order to prevent Literacy relapse the Department of Non-formal Education has produced reading materials for those neo-literates under the project named "Life-Quality Promotion."

In the Northeastern part of Thailand where there are 18 provinces altogether, the land is dry and is supported to be the poorest part of the country. The government has embarked on the Project of "Making Northeast Green" since 1987. The Department of NFE has also supported the project.

Based on the above rational, the AJP materials are considered to be adapted and translated into Thai language.

Title of the Materials

1. Let's Plant Trees. (Game)
2. More Income by Tree Planting (Booklet)

Estimated number of copies of each type

Each of the materials will be produced lor 1,000 copies.

How the materials will be adapted and adopted

The department will organized a workshops for production of printed moterial. Some experts in materials development including those who had participated in the ACCU workshop will be invited. The materials under AJP will be introduced well the enphasis on the mentioned game and booklet. Some adaptation or adoption will be decided again. The materials which have been finally accepted will be translated into Thai and will be published 1,000 copies each.

The materials will be used through the literacy group under the project "Life-Quality Promotion", in the Northeast.

Responsible agency and responsible person.

Department of Nonformal Education, Ministry of Education. Bangkok

Assistance sought for ACCU/Unesco PROAP

US$1,000.

Expected Outcomes

1. 1,000 "Let's Plant Tree" game and 1,000 "More Income by Tree Planting" booklets printed and distributed to the learning groups in the Northeast.

2. Learning groups under the project "Life-Quality Promotion" will be stimulated to plant more trees.

VIETNAM

National Training Workshop

Objectives

To train key personnel in the development and production of learning materials.

Contents

(Chapter by chapter in the Guidebook of production of Neo-literate Materials with the selection and modification adaptation in Vietnam contents.)

Member of perticipants and their back-ground.

- Research Centre for Adult General Education: 15 persons
- Complementary Education Department: 10 persons
- Provincial education servers (2 from each): 20 persons
- Other ministries, agencies 5 persons

Verue and date

Tenlatively May/June 1988 in Hanoi

Tentative programe of the workshop

Faculty members

- All the participants of ACCU sponsored Regional Workshop on the development of neo-literate materials so far.
- Some adult educators with high expertise and experience in development neo-literate materials

Training materials.

Guidebook on the Development of Neo-literate Materials produced by ACCU.

Assistance from ACCU/UNESCO

a. Finacial: US$1,000.
b. Technical:
   2 specialists in developing neo-literate materials from ACCU/UNESCO
   Materials for the training Materials produced by ACCU so far in the field.

Responsible Agency and Person

a. Agency:
   Research Centre for Adult General Education, Ministry of Education.
b. Person:
   1– Mr. Dr. Nguyen Dac Tan
   Acting Director of the Research Center for Adult General Education.
   2– Nguyen Quang Long
   Specialist in Adult Education.
   3– Ly Dang Khoa
   Special in Adult Education

Scheme of Assistance to National Follow-up Activities

ACCU is prepared to make, in co-operation with Unesco PROAP, financial assistance to national follow-up activities planned and to be executed by participating countries. The projects to which financial assistance may be provided will be selected in accordance with the following guideline:

I. Eligible projects:

Among the national follow-up activity plans to be submitted by the country teams during the present Workshop, the projects which are planned and executed under the following two lines are eligible:

(1) Organization of a national training workshop on the preparation of literacy follow-up materials, where the AJP materials, including "Guidebook for Development and Production of Materials for Neo-Literates" are used as a part of working documents.

(2) Mass production for local use of the Asian/Pacific Joint Production Programme (AJP) materials so far developed, either with translation/modification or as they are.

II. Amount of assistance:

A maximum of US$1,000 per country will be assisted.

III. Selection and endorsement:

(1) After the present Workshop, ACCU will, in consultation with Unesco PROAP, make a selection of the recipients.

(2) ACCU will then obtain endorsement from the National Commissions for Unesco concerned and conclude contract with the Commissions for execution of the Projects.

IV. Schedule of Execution:

- Notification to the recipients: End of January 1988
- Completion of selected projects: End of July 1988
- Submission of report to ACCU: End of September 1988

V. Contents of national follow-up activity:

(1) National Training Workshop

1. Objectives and contents of the training

2. Number of participants and their back-ground
3. Venue and date
4. Tentative programme of the Workshop
5. Faculty member
6. Training materials
7. Assistance sought from ACCU/Unesco PROAP
   a) Financial, b) Technical (Experts service), c) Materials (documents)

(2) Production of AJP Materials

1. Title of the materials
2. Estimated number of copies of each type
3. How the materials will be adapted and adopted
4. Responsible agency and responsible person
5. Assistance sought for ACCU/Unesco PROAP
   a) Financial, b) Technical (Experts services), c) Materials (positive films, etc., documents)

Annex and Appendix

Annex

1. General Information
2. Schedule of the Workshop
3. List of Participants
4. Prospectus of Dissemination Scheme for the national version of AJP materials.
5. List of entries for ACCU Prize
6. Outline of "The Selection"

Appendix

1. Opening address by Dr. V.G. Bhaide, Vice-Chancellor, Pune University
2. Speech by Mr. Anil K. Shinha, Director, Directorate of Adult Education, Ministry of Human Resource Development
3. Speech by Mr. T.M. Sakya, Executive Secretary, APPEAL Task Force, Unesco PROAP
4. Speech by Mr. Taichi Sasaoka, Executive Director, ACCU
5. Speech by Mr. V.K. Dhamankar, Deputy Director, State Resource Centre for Non-Formal Education, Pune

ANNEX

GENERAL INFORMATION

The Asian Cultural Centre for Unesco (ACCU) and the Directorate of Adult Education, Ministry of Human Resource Development of India will jointly organize a Fifth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific, in collaboration with the Unesco Principal Regional Office in Asia and the Pacific (PROAP) as well as the Indian National Commission for Co-operation with Unesco and the Japanese National Commission for Unesco.

1. Time and Venue

The Workshop will take place in Pune, India from Monday 9 to Wednesday 18 November 1987.

2. Objectives of the Workshop

The objectives of the Workshop will be to provide training experiences concerning the neo-literate materials relevant to the needs of the rural people to participants from Unesco Member States in the region in:

- the development and production of neo-literate materials, including design and illustration;
- the study of needs and problems in rural areas;
- the distribution and utilization of neo-literate materials.

3. Work of the Workshop

To achieve the above objectives, the work of the Workshop will consist of the following matters.

(1) Exchange of information among participants
(2) Understanding of the neo-literate materials produced in India
(3) Survey of the problems in rural areas including analysis and relevancy
(4) Development of effective and simple neo-literate materials, especially for women and some minority groups in rural areas
(5) Adoption and modification of new drafts of neo-literate materials to be produced under the Asian/Pacific Joint Production Programme of Materials for New-Literates in Rural Areas (AJP)
(6) Field-testing of the materials of (4) and (5) above
(7) Designing of national follow-up programmes in participating countries
(8) Planning of effective utilization of the neo-literate materials

4. Participation

(1) Participants: Two participants each nominated by the respective National Commission for Unesco of the countries belonging to Group (A) mentioned below and one participant each from those belonging to Group (B) will be invited to the Workshop:

Group (A): Bangladesh, China, India, Maldives, Nepal, Pakistan
Group (B): Bhutan, Burma, Indonesia, Iran, Laos, Malaysia, Papua New Guinea, Philippines, Thailand, Vietnam

(From India up to four more persons can participate by their expenses.)

(a) One who is responsible for planning, editing and producing neo-literate materials
(b) One who is actually in charge of production of neo-literate materials (illustrator, designer, etc.).

(2) Resource persons: A few resource person will be invited from the above mentioned countries.
(3) Unesco: Unesco may send representatives from Unesco ROAP.
(4) Observers from international organizations.

5. Programme

See Tentative Schedule.

6. Working language

The working language will be English. However, for the sake of field-testing, selected materials will be translated into vernacular languages.

7. Financial arrangement

ACCU will provide each participant and resource person with a direct economy class return air ticket between the airport nearest his/her residence and India, and with daily subsistance allowance for board and lodging from Saturday 7 to Wednesday 18 November 1987.

8. Correspondence

All the correspondence concerning the organization of the Workshop should be addressed to:

The Director-General
Asian Cultural Centre for Unesco (ACCU),
No. 6, Fukuromachi, Shinjuku-ku,
Tokyo, 162 Japan
(tel) 269-4435, 4445

Mr. Anil K. Sinha

Director,
Directorate of Adult Education,
Ministry of Human Resource Development,
10 Jamnagar House,
Shahjahan Road,
New Delhi-110011, India
(tel) 388446

Dr. (Mrs.) Chitra Naik
Honorary Director,
State Resource Centre,
Indian Institute of Education,
128/2, J.P. Naik Road,
Pune-411029, Maharashtra, India
(tel) 35239

SCHEDULE

9 November (Mon.)

09.00 – 10.00	– Opening Ceremony – Inaugural Address
10.00 – 10.30	– Coffee break
10.30 – 12.30	– Self introduction of participants and others – Election of one Chair Person, two Vice Chair Persons and one Rapporteur – Importance of literacy materials in the context of APPEAL by Mr. Sakya, Unesco, PROAP – ACCU report on literacy activities in Asia and the Pacific by Mr. Sasaoka, ACCU
12.30 – 14.00	– Lunch
14.00 – 15.00	– Presentation on literacy activities in India by Mr. Anil K. Sinha
15.00 – 15.30	– Country report
15.30 – 16.00	– Coffee break
16.00 – 17.30	– Country report
17.30 – 18.00	– Orientation on the Workshop activities by Mr. Sakya and Mr. Sasaoka
19.00	– Dinner time

10 November (Tue.)

09.00 – 10.00	– Keynote address "Post-Literacy and Continuing Education" by Mr. Anil Bordia
10.00 – 10.30	– Coffee break
10.30 – 11.15	– Presentation on pedagogical aspects of neo-literate materials in rural areas by Dr. Chitra Naik & Mr. G.V. Bhakta Priya
11.15 – 11.45	– Presentation on format and design of neo-literate materials by Mr. Shinji Tajima, ACCU
11.45 – 12.30	– Presentation on method of field testing by Mr. Maman Suherman and Mr. Tajima
12.30 – 13.15	– Information on field situation of three villages and briefing on field work by Dr. Chitra Naik – Formation of three groups (A – booklet, B – poster & game, C – audio visual)
13.15 – 14.00	– Lunch
14.00 – 17.30	– Observation visit to the village Rahatavade
18.30 – 20.00	– Dinner by ACCU at Hotel Deccan Park

11 November (Wed.)

08.30 – 10.15	– (Group work) Preparation of field survey tools to identify problems and needs in the village – (Group work) Finalization of survey tools
10.15 – 10.30	– Coffee break
10.30 – 17.30	– (Group work) Field visit (survey) to three villages: A – Rahatavade, B – Arvi, C – Kondhanpur
18.30 – 19.30	– Dinner at Hotel Amir

19.30 – 21.00	– (Group work) Analysis of field data to find out problems and solutions

12 November (Thu.)

09.00 – 12.00	– (Group work) Analysis of field data and selection of themes and format
12.00 – 12.30	– (Plenary) Group reports and explanation of draft AJP materials by Mr. Tajima
12.30 – 14.00	– Lunch
14.00 – 15.30	– (Group work) Development of new prototype neo-literate materials and improvement of draft AJP materials
15.30 – 16.00	– Coffee break
16.00 – 17.30	– (Group work) to be continued
17.30 – 19.00	– Dinner time
19.00 – 21.00	– (Group work) to be continued

13 November (Fri.)

08.30	– Leave Hotel Amir for Indian Institute of Education
09.00 – 10.30	– (Group work) to be continued
10.30 – 11.00	– Coffee break
11.00 – 12.30	– (Group work) to be continued
12.30 – 14.00	– Lunch
14.00 – 15.30	– (Group work) to be continued
15.30 – 16.00	– Coffee break
16.00 – 17.30	– (Group work) to be continued
18.00 – 19.30	– Cultural Programme at Maharashtra State Council for Educational Research and Training
19.30	– Back to Hotel Amir
20.00	– Dinner time

14 November (Sat.)

08.30	– Leave Hotel Amir for Indian Institute of Education
09.00 – 10.30	– (Group work) to be continued
10.30 – 11.00	– Coffee break
11.00 – 12.30	– (Group work) to be continued
12.30 – 14.00	– Lunch
14.00 – 16.00	– (Group work) to be continued
16.00 – 17.30	– Briefing on production of the national versions adapted from AJP prototypes by Dr. Estela Garcia
17.30 – 18.00	– Briefing on National Follow-up Activities by Mr. Sasaoka
18.00	– Back to Amir Hotel
18.30 – 19.30	– Dinner time
19.30 – 21.00	– Preparation of Plan for National Follow-up Activities (by country team)

15 November (Sun.)

09.00 – 10.30	– Visit to Gandhi National Memorial, Agakhan Palace
11.00 – 12.00	– Visit to Raja Kelkar Museum
13.00	– Lunch
Afternoon	– Free time

16 November (Mon.)

08.30 – 10.00	– (Plenary session at Hotel Amir) Presentation of newly developed materials through simulation

10.00 – 10.30	– Presentation on evaluation of neo-literate materials by Mr. G.V. Bhakta Priya
10.30 – 12.30	– (Group work) Preparation for field-testing
12.30 – 13.30	– Lunch
13.30 – 18.00	– (Group work) Field-testing of the materials in three villages – Rahatavade, Arvi and Kondhanpur
19.00	– Dinner time

17 November (Tue.)

09.00 – 10.30	– (Group work) Revision and improvement of the materials
10.30 – 11.00	– Coffee break
11.00 – 12.30	– (Plenary) Presentation of group reports on field-testing and revised materials
12.30 – 14.00	– Lunch
14.00 – 15.30	– Finalization of National follow-up activities and submission to ACCU (by country team)
15.30 – 16.00	– Coffee break
16.00 – 17.00	– Introduction of new programme "Dissemination Scheme for the National Version of AJP Prototype Materials" by Mr. Sasaoka
18.00 – 19.15	– Cultural programme (physical culture exercises, yoga, etc.) at Maharashtra Mandal, Tilak Road
19.30 – 21.00	– Dinner by Indian Institute of Education at Poona University Campus, Ganeshkhind

18 November (Wed.)

09.00 – 10.30	– Adoption of draft final report of the Workshop
10.30 – 11.00	– Coffee break
11.00 – 12.30	– Closing session
12.30 – 13.00	– Check out
13.00 – 14.00	– Lunch

LIST OF PARTICIPANTS

A. PARTICIPANTS

1. CHINA

Mr. Tang Runqian
Vice Chairman
Association of Adult Education of Hebei Provice,
Professor,
Hebei Teachers College,
Hong Qi Street, Shijiazhuang, Hebei Province

Mr. Wang Qingzhu (Interpreter)
Foreign Languages Department,
Hebei National University,
Hongqi Street Shijiazhuang, Hebei Province

2. INDIA

Dr. Chitra Naik (Resource Person)
Hon. Director,
State Resource Centre for Non-formal Education,
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Mr. Anil K. Sinha (Resource Person)
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Mr. G.V. Bhakta Priya (Resource Person)
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Mr. Chandra Shekhar Dave

Co-ordinator, Material Production,
State Resource Centre for Adult Education,
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Indore-452009

3. INDONESIA

Mr. Maman Suherman (Resource Person)
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Jayagiri, Lambang, Bandung

Mr. Ibrahim Yunus
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4. MALAYSIA

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Community Development Division (KEMAS),
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5. NEPAL

Mr. Ramswarup Sinha
District Education Officer
Makwanpur, Hethauda

Mr. Kalika Prasad Ghimire
District Education Officer
Kavre

6. PAKISTAN

Miss Samina Yasmin
Senior Research Officer (Training),
Literacy & Mass Education Commission,
Islamabad

Mr. Mohammad Din
Lecturer,
Bureau of University Extension & Special
Programmes,
Allama Iqbal Open University,
Islamabad

7. PAPUA NEW GUINEA

Mr. Marlon Kuelinad
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8. PHILIPPINES

Dr. Estela Garcia (Resource Person)
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Manila

9. THAILAND

Ms. Wisanee Siltragool
Publications and Dissemination Unit,
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Department of Non-formal Education,
Ministry of Education,
Bangkok

10. VIET NAM

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Mr. Madhu Patil
Artist,
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C. UNESCO

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Executive Secretary of APPEAL Task Force,
Unesco Principal Regional Office for Asia and the Pacific,
G.P.O. Box 1425, Bangkok

D. ACCU

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Executive Director,
Asian Cultural Centre for Unesco (ACCU),
No.6, Fukuromachi, Shinjuku-ku, Tokyo

Mr. Shinji Tajima
Head, Book Development Section

Mr. Shigeru Aoyagi
Book Development Section

Ms. Yoko Yano
General Affairs Section

E. SECRETARIATE

Mr. V.K. Dhamankar
Deputy Director,
State Resource Centre for Non-formal Education,
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128/2, J.P. Naik Road, Kothrud,
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Mr. Bhal Korgaonkar
Assistant Director,
State Resource Centre for Non-formal Education,
Pune-411029 Maharashtra

Mr. N.C. Kholi
Senior Stenographer
Directorate of Adult Education,
Ministry of Human Resource Development,
India

Mr. P. Narayanan
Senior Stenographer,
State Resource Centre for Non-formal Education,
Pune-411029 Maharashtra

Mr. Vikas Kulkarni
Stenographer,
State Resource Centre for Non-formal Education,
Pune – 411029 Maharashtra

F. INTERPRETERS

Mr. B.M. Naikare
Mr. M.T. Khutwad
Mr. V.V. Kulkarni
Ms. Avanti Bhave
Ms. Sadhana Dhopeshwarkar
Mr. B.G. Bokil
(State Resource Centre for Non-formal Education)

Dissemination Scheme for the National Version of Prototype Material produced under Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP)

The Asian Cultural Centre for Unesco (ACCU) in Tokyo hereby launches a new literacy programme "Dissemination Scheme for the National Version of Prototype Materials produced under Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP)" with technical and moral support from Unesco.

1. Objective:

The objective of the Scheme is to assist the participating countries in producing a national version translated, with some necessary modification, from the prototype materials produced under AJP (AJP prototype materials) and distribute them widely in rural areas of the participating countries, thereby contributing to immediate eradication of illiteracy in the region.

2. Contents of assistance:

ACCU provides the participating countries with a set of positive films* for colour printing of the national version translated and adapted from the AJP prototype materials. A certain number of the national versions are purchased by ACCU.

ACCU also compiles a "Guidebook for Production of the National Version of AJP Materials" and distributes some copies to the participating countries for their reference.

*positive film for printing:
Film for making a press plate for printing which is used at the last stage of production of printed materials. Cost of production of the film accounts for a large part of whole printing cost.

3. AJP prototype materials to be translated

From among the following 26 kinds of AJP prototype materials, appropriate ones should be selected for producing a national version by the respective participating countries.

A. booklet: Grow Mushrooms, The Life of Water, Raising Chickens, Baby's Food, Bamboo Handicraft, Use of Gas from Daily Wastes, Let's Form a Cooperative for Better Life, Mari and the Festival
– Let's Eat Vegetables –

B. Poster: Do You Know Numbers?, Public Pollution inside the Bus, Let's Read, Sanitation, Everyone's Water –How should We Use It?–, Tree Planting, Home Gardening, Charcoal Water Filter, The River and Us, Let's Safely Use Electricity, Let's Wipe out Worms for a Healthy Body

C. game: Around Asia and the Pacific (Sugoroku game), Animal Sugoroku, Building up a Happy Community (Sugoroku), A Balanced Diet (rotating pie graph), Proberb Card Game, Let's Plant Trees

4. Participating countries

The following 12 countries are invited to participate in this Scheme:

Bangladesh, China, India, Indonesia, Malaysia, Maldives, Nepal, Pakistan, Papua New Guinea, Philippines, Thailand, Vietnam

5. Responsible organ

National Commissions for Unesco in the above 12 participating countries are kindly requested to designate an organ, if possible a central governmental organ implementing literacy programmes, to assume responsibility for this Scheme. The designated organ is requested to take responsibility for carrying out the following tasks:

(1) Submission of application to ACCU to produce the national version of AJP prototype materials
(2) Preparation of a block copy (i.e. an original, completed with illustrations and text) for production of the positive film of the national version
(3) Receipt, utilization and preservation of the positive film
(4) Printing of the national version
(5) Receipt of purchasing money for a certain number of the national versions from ACCU
(6) Distribution of the national version throughout the country
(7) Other related matters

6. Procedure for production of purchase of the national version

(1) Application to produce the national version of AJP prototype materials

The responsible organs are requested to select one prototype material from among 26 kinds metnioned in item 3 and submit an application to ACCU with the prescribed paper by 5 November 1987.

(2) Preparation of a block copy for production of the national version

The responsible organ prepares a block copy of the national version translated and, if necessary, modified from the proposed prototype. The block copy is used for producing the positive film.

In general, text in indigenous script should be contained in the block copy (completed block copy), or not (block copy without text). However, in cases where various kinds of national versions are to be produced, the block copy with illustrations only is acceptable, leaving blank for different local language texts.

(3) Production of the positive film

Using the block copy submitted by the respective responsible organ, ACCU produces a set of positive films for printing and sends them to the respective responsible organs.

(4) Printing of the national version

The responsible organ prints the national version using the positive film produced and sent by ACCU. The national version should be distributed to the body concerned and 10 copies of it should be submitted to ACCU.

(5) Purchase of the national version

ACCU purchases a certain quantity of the national version from the responsible organ. A detailed procedure for this purchase will be advised in due cource.

7. Dissemination of the national version

The responsible organ is requested to report to ACCU on the evaluation and distribution situation of the national version using prescribed paper.

8. Schedule

Deadline of proposal for production of the national version: 5 November 1987
Submission of the block copy to ACCU: 31 December 1987
Distribution of the positive film: February 1988
Submission of the national version to ACCU: 25 March 1988
Purchase of the national version: April 1988

9. Guidebook for production of the national version of the AJP Materials

ACCU will compile a "Guidebook for Production of the National Version of AJP Materials" suggesting how to adapt the AJP prototype materials effectively, and will distribute them to the participating countries for their reference.

10. Correspondence

All correspondences concerning the Scheme should be addressed to:

The Director-General
Asian Cultural Centre for Unesco
No.6, Fukuromachi, Shinjuku-ku,
Tokyo, 162 Japan

Tel.: 269-4435, 269-4445
Cable: ASCULCENTRE TOKYO

List of entries submitted to ACCU Prize for Fully Illustrated Literacy Follow-up Materials

1. ENTRIES

COUNTRY	Number of entries
BANGLADESH	7 titles
CHINA	15 titles
INDIA	15 titles
IRAN	15 titles
MALAYSIA	2 titles
MALDIVES	5 titles
NEPAL	4 titles
PHILIPPINES	5 titles
THAILAND	4 titles
VIETNAM	3 titles
10 countries	75 titles

2. PRIZES

First Prize for one work	US$1,500
Second Prize for one work	US$1,000
Third Prize for eight works	US$300

3. SCHEDULE

Jury Meeting by international experts	January 1988
Announcement of prize winner	March 1988

Outline of "The Selections from Neo-Literate Materials in Asia and the Pacific

1. Background

In the Unesco Member States in Asia and the Pacific, literacy materials with a variety of format and the enriched content are being produced in great quantity.

These materials produced in respective countries, however, have neither been exchanged nor introduced among each other, and so the need for gathering those materials into one volume for reference to each country has been strongly pointed out.

The Asian Cultural Centre for Unesco has so far been promoting, jointly with the Member States in the region, the programme of production of literacy materials for neo-literates in rural areas. By collecting and selecting those materials produced in each country, ACCU will publish the "The Selections from Neo-Literate Materials in Asia and the Pacific" which may constitute a set with the "Guidebook for the Development and Production of Materials for Neo-Literates" previously brought out, thereby contributing to the further promotion of this programme.

2. Objectives

This "Selections of Neo-Literate Materials in Asia and the Pacific" is intended for exchange of information among and for use as a reference by those producers who are engaged in the production of materials for neo-literates in respective countries as well as those who are relevant to literacy education.

3. Characteristics of Materials to be included

(1) The materials should be produced by 12 participating countries in Asia and the Pacific for neo-literates in rural areas.

(2) The materials should have such content as to serve the improvement of life in rural areas, effective format appropriate to the content (booklet, poster, game, etc.) and illustrations and sentences attractive and easy to understand.

(3) The materials should have such content as to serve not only to the participating country but other

countries as well and of good quality as to serve as reference for producers of materials.

4. Content arrangement

1. Presentation (by photographs) of materials by category of format

   (1) Booklet
   (2) Poster
   (3) Game and others

5. Materials to be included

(1) 116 materials from 12 countries should be included as follows:

Bangladesh	– 7 materials
China	– 9 materials
India	– 21 materials
Indonesia	– 11 materials
Malaysia	– 7 materials
Maldives	– 7 materials
Nepal	– 9 materials
Pakistan	– 4 materials
Philippines	– 14 materials
Papua New Guinea	– 8 materials
Thailand	– 11 materials
Vietnam	– 8 materials

(2) Each material should bear

   a. Title (original/English)
   b. Brief explanation of content
   c. Name of producing organ and its address (address will be included in Appendix)
   d. Other information

6. Size

B5 (18.5 cm x 25.8 cm)

7. Production

(1) Final decision on the materials to be included — March 1987
(2) Printing — January 1988

8. Editing and publishing

ACCU will edit and publish the "The Selections from Neo-Literate Materials" with the cooperation of participating countries and Unesco PROAP.

APPENDIX

Opening address
by Dr. V.G. Bhaide,
Vice-Chancellor,
Pune University

Dr. Chitra Naik, Hon, Director of the State Resource Centre for Non-formal Education who had instilled social inspiration through all the adult education programmes in this country, Mr. Sasaoka, Executive Director of Asian Cultural Centre for Unesco, Mr. Sakya, Executive Secretary, APPEAL Task Force, Unesco Principal Regional Office in Asia and Mr. Anil Sinha. It is indeed a great pleasure and perhaps a rare priviledge to be here this morning on the occasion of the inauguration of the Fifth Regional Workshop on the Preparation of Literacy Follow-up Materials for Neo-Literates in the Asia and the Pacific. Let me at the very outset joint Mrs. Chitra Naik to extend the delegates who have come from various countries in this region a very warm and cordial welcome to the city of Pune. This part of the country, as she has already said, is unique in a number of respects. It has been a cradle for social reforms for political independence as well as spiritual thinking. It has produced a large number of saints who enriched our cultural traditions in this country and, therefore, I do hope that you have an opportunity to go around this city and enjoy some of the social, cultural and participatory cultural life of the city. I do also hope that your stay in the city will be both fruitful and purposeful. Many of the countries in this region belong to a class which we call a developing country. Indeed, the world after the industrial revolution came to be divided into developed and developing countries and it is essentially because of the differential use of science and technology that has led to the partition of the world into these two classified countries. When we call the developing or developing or developed, it is invariably in relation to the economic development of the standard of living. If you were to take into consideration criterion such as the philosophical thoughts and any other criterion, we would find again that the classification of developed and developing countries were reshuffled and those who are developing from the point of view of economic development would be highly developed in relation to this philosophical thoughts. A large number of years, the noble lauriats who contributed much to the foundation of the modern physics, who said the real thinking in terms of what is the purpose of life ended on the bank of Gangas a few thousand years ago. However, in the modern world which is fast changing, what is more important is obviously the economic development. There are number of countries which have rich spiritual and cultural traditions, but people in those countries have fallen in low standard of living and poor quality of life. It is obvious that if people in this country have to have basic standards of living and appropriate quality of life, they must participate in the process of economic development. There are a number of ingradients required for obtaining economic development such as capital outlay, the infrastructure and the management which is the most important in the development of human resources. In the development of human resources, education seems to play the dominant role. It is obvious, therefore, that if the countries which have enriched spiritual and cultural traditions have to reach a certain standard of living and make available to its people, the basic standard of living and quality of life, people in those countries need to be educated. I do not wish to dialate on these points, but let me say that it is only one instrument through which one can reach and attain development. From the standpoint when we examine the whole scene within the countries in this region, and we feel little sorry to find that the proportion of illiteracy in these countries is very large. In India, itself, in spite of the tremendous efforts made by the State and the Central Governments to remove illiteracy, we at the present movement something like 250 million are illiterates and according to recent review or a report of the United Nation by the end of the century, we will have something like 500 million illiterates, which is a substantial fraction of total illiterates in this country, in the world. It is obvious, therefore, that we must have national movement to eradicate illiteracy from our people. The story is not much different within various countries in the region and, therefore, it is a matter of great concern for the States and the people in this region, to mount a massive movement for removal of illiteracy. It is recognised that efforts have to be made to make adults illiterate adults - literate. It is obvious that in order to make illiterates literate, one must define the objectives of literacy. It is merely a capacity to read and write that makes a person literate. Is it only that which is going to make him stretch himself to the maximum limit of possibility, to make his personal development and contribute to the development of the society, or even something more than that. I do hope that there will be a debate on what is the objective of literacy. But after having made an adult literate through a very concerted programme extending over a few months or a year and if you allow him without any follow-up programme, most of the illiterates who have become literate through the crash programme, relapse into the illiteracy after a short while, unless there is an adequate follow-up programme for the neoliterates. It is in this that context, I must congratulate the Asian Cultural Centre for Unesco and Mrs. Naik for having organized this Fifth Regional Workshop on Preparation of Literacy Follow-up Materials for the Neoliterates. There has been a considerable research in advanced countries as to the follow-up reading material required for the neoliterates. This has been done from the point of view of sociological, philosophical, psychological and

cultural background of the illiterates. And a considerable amount of literature has emerged as to what should be the nature for the follow-up reading materials for the neoliterates. Unfortunately, similar efforts to that extent have not been done in the developing countries and it is necessary to look at the social and cultural milieu of the neoliterates to design and frame the follow-up reading materials. I do hope that in this workshop and the workshops that would be follow, a considerable thought will be given as to what is the need of the neoliterates from the sociological, cultural and other backgrounds. I remember two instances, when I was in Delhi, I happened to go along with Dr. Kothari to one of the villages. Dr. Kothari was Chairman of the University Grants Commission then and we were going to a village in connection with the Adult Education Programme and a number of government agencies had been working in that village and the response of the villagers was very poor. When Dr. Kothari went there and we talked about agriculture and about the various technological gauges that the post-harvest technology, the agriculturists were using, and they were told that by becoming literates, they would be able to repair their tractors or find out what sorts of fertilizers to be used and what sorts of pesticides to be used, and, believe me, the villagers flocked to the adult literacy programmes. The point that I wish to make, is that literacy as well as the follow-up programme for the neoliterates has to be linked with sociological, cultural and economic needs of the neoliterate themselves and it is from this point of view that this reading material has to be designed. The other point that one would consider is that there are many eminent writers who have written materials or reading materials for the neoliterates. Again the same philosophy has to be looked into, that is, eminent persons who have produced a number of reading materials. They write keeping at the back of mind, their own experiences and more often these eminent people come from the middle class of the society, from the urban areas and are not linked with the cultural milieu that obtains in the villages and, it is, therefore, likely that they would not be able to see the pulse of the neoliterates and would not be able to prepare the follow-up materials that is essential, that is necessary for the neoliterates. It is again from that point of view that we must have a number of resource personnel who have similar background of the neoliterates, from social, cultural, philosophical, psychological point of view and it is only those people who can prepare the right type of follow-up reading materials for the neoliterates. There is another point of view and it is only those people who can prepare the right type of follow-up reading materials for the neoliterates. There is another point of view that need to be kept at the back of mind within the rural villages and I must say that we have something like five hundred fifty thousand villages in India. These are not the electrified villages and they have to carry on with almost what we could call traditional source of energy. But then in these villages you cannot have the formal education and the child learns essentially from what the parents do, and, therefore, the responsibility of an adult in such a rural village is considerable, not only from the point of view of educating himself but also educating the child. It is through the stories and the adults tell to the children, and through what they do, write, read that the child picks up, and, therefore, from the point of view of child education, one has to give thought as to what type of follow-up reading material there should be for the neoliterates. So there are various points that need to be kept in mind and I am sure all these considerations will be given thought while preparing follow-up reading materials for the neoliterates. I am extremely happy that this workshop has been held in Pune. We in the University have a very strong programme for removal of illiteracy. There are something like two thousand centres all over the region where very enthusiastic students and faculty members participate in what is called the national Adult Education Programme. The materials that will come out of this workshop, obviously will get translated in the local language because language is one of the considerations and this material, will be of tremendous use to our centres in the university as well as to the various centres that are carrying out this National Task of removal of illiteracy, within the country and indeed within the region. I once again congratulate Dr. Naik and Dr. Sasaoka, Mr. Sakya and Mr. Sinha for having organized this workshop in Poona and look forward to the very enlightened approach to the reading material for the neoliterates and the material that will come out of this workship. Thank you very much.

Speech by Mr. Anil K. Sinha,
Director, Directorate of Adult Education,
Ministry of Human Resource Development

Dr. Bhide, Mr. Sasaoka, Mr. Sakya, my colleagues in the Directorate and in SRC at Pune and distinguished participants. I feel extremely happy to be with you all and on behalf of the Ministry of Human Resource Development, the Directorate of Adult Education, Government of India, I would like to welcome you all to our country and to this great and beautiful city of Poona. When we agreed to hold this Fifth Regional Workshop in India, we in the Directorate and the HRD Ministry, were wondering as to which would be the most suitable place for conducting the workshop, from the point of view of the organizers, ACCU participants and the workshop itself. And we could find, let me tell you honestly, no place in India better than Poona for holding this workshop, for many many reasons. One of the most prominent reasons in our mind was, of course, the participants' comfort. We thought that they should come to a city of very good atmosphere, so that a conducive environment is provided to do some serious work, because ACCU is always very serious in its business and

you would see that there is no workshop conducted by the ACCU in which you do not come up with some solid product or material. In this workshop, as you all know, we are required to complete a lot of solid work. Secondly, we wanted to have the continued guidance and advise of one of the most outstanding adult educationist and expert in the field of non-formal education, Dr. Chitra Naik. It is normally difficult for myself and for my colleagues in the Directorate to come out of the Directorate but it is much more difficult for Dr. Chitra Naik to come out of Pune because she is deeply engrossed with her work here. This was an opportunity when we would have the advantage of listening to her and learn a great deal. I am quite sure that all of you, the participants and my colleagues, would benefit a great deal from her vast experience in the field of adult ecucation, non-formal education and elementary education and all related fields.

As far as ACCU is concerned, I had my first exposure to ACCU a few months back in Tokyo and it was an extremely pleasant exposure. We did a lot of work in a planning meeting, and we ended it with concrete decisions about actions which would be taken up during the year.

We are very happy that Dr. Bhide who is a renowed physicist has agreed to come to this workshop. I feel specially privileged because I have been a student of physics and I did my M.Sc. Physics from Delhi University. But I have forgotton all the physics and right now it is only adult education and literacy that is in my thoughts. Yesterday, I came to know, Dr. Bhide, that physics is your discipline. So, it gives me an added pleasure to be here.

I have been looking forward to this workshop because this will be my first opportunity when I would be witnessing or participating in the process of creation of materials for the neo-literates. As we would find during the workshop, the area of neo-literates and their materials is extremely important for the literacy programmes. I think even before we plan a literacy programme, we should really plan a programme for neo-literates in the absence of which whatever we achieve in literacy is really lost. This is the significance of the area of materials for neo-literates and working for the further education of the neo-literates. I have seen a lot of materials for neo-literates which has been created by the Directorate of Adult Education, produced by the various SRCs of which we have a network in our country. But, this is my first opportunity to see and participate in the development process of material for neo-literates and I am sure this exposure, particularly because of having here experienced participants from as many as eleven countries in this region, would be most rewarding and most fruitful. I am also sure that for the Directorate of Adult Education and for the participants from various SRCs this would be a rewarding experience and would go a long way in building up the programmes for the neo-literates in our country. Thank you.

Speech by Mr. T.M. Sakya,
Executive Director, APPEAL Task Force,
Unesco PROAP

Mr. Bhicle, Dr, Naik, Mr. Sinha, Mr. Sasaoka,
Ladies & Gentlemen.

Distinguished participants,

It is a great pleasure and honour for me tho have this opportunity to extend hearty welcome and greeting to the participants from different Member States of Unesco attending this Workshop and to all of you on behalf of the Director-General of Unesco and on behalf of Dr. Makaminan Makagiansar, the Assistant Director-General for Co-ordination of Unesco Activities in Asia and the Pacific and on my personal behalf.

Unesco is very happy to co-operate with the Government of India and the Asian Cultural Centre for Unesco to organize the Fifth Regional Workshop on Preparation of Literacy Follow-up Materials on 9–18 November 1987 in this beautiful city of Pune in India.

With the announcement of National Policy on Education, 1986, India is embarking upon a historical mission for the eradication of illiteracy in India. The National Literacy Mission of India will certainly bring tremendous change in the literacy scene of India and of Asia.

Unesco is very thankful to the Director of Adult Education, Ministry of Human Resource and Development, The Indian National Commission for operation with Unesco, The Indian Institute of Education The State-Resource Centre for NFE Maharashtra and to ACCU for organizing this Workshop in such appropriate time.

India has been a pioneer in the development of various types of literacy and post-literacy materials. The Indian Institute of Education, Pune has itself developed many remarkable materials and its materials had owned Unesco prize called Nessim Habib Award in 1985.

This Workshop will provide an opportunity to the participants from different countries to share and learn from India's experience in the development of learning materials. In turn the participants from other countries have also brought many valuable experience with them. Through the mutual sharing of the experi-

ences everybody will benefit and enhance our capability to do better.

The Asia and Pacific Region has been achieving tremendous success in mass education which includes both primary education and literacy programme.

The primary school enrolment has increased from 329 million in 1975 to 355 million in 1985 and it is projected that it will reach to 370 million which is near universal primary education in the region by 1990.

Similarly the number of literates has almost doubled within one decade. The number of literates has increased from 781 million in 1975 to 1368 in 1985.

As you are all aware that the Director-General of Unesco has launched "Asia-Pacific Programme of Education for All (APPEAL) from New Delhi, on 23 February 1987. APPEAL's aim is to achieve eradication of illiteracy, universalization of primary education and provision of continuing education by the year 2000 in Asia and the Pacific.

All the Member States are taking various steps to implement APPEAL in their respective countries. It is quite certain that there will be million of new literates in the Region coming out of the primary schools and literacy and post-literacy classes.

Therefore, it is very urgent that we develop appropriate learning materials for new literates who have different levels of literacy skill with variety of needs and interest.

Realizing this need Unesco PROAP and ACCU have jointly initiated a regional programme i.e. Neo-Literate Materials Development Programme. The programme has made tremendous progress with the active participation of the Unesco Member States in the Region.

Under this Programme, four regional workshops have already been organized and we are beginning the Fifth Workshop here to-day.

A large number of prototype neo-literate materials also have been prepared and the local edition of many of them are in use in many countries in the Region and outside the Region as well.

A series of national workshops have helped the countries to train a large number of personnel who could help in the development and production of neo-literate materials.

Recently ACCU has assumed the role of a Regional Centre for APPEAL in the field of Neo-Literate Materials Development. This will certainly help ACCU to play a more dynamic role for the development of neo-literate materials in the context of APPEAL.

I hope this Workshop will give many more new ideas in the field of neo-literate materials development and we can plan for better prospect in future.

In the end, I wish a great success to the Workshop.

Speech by Mr. Taichi Sasaoka,
Executive Director,
ACCU

Dr. Chitra Naik, Honoraly Director, State Resource Center,
Dr Bhide, Vice Chancellor, Pune University
Mr. Sinha, Director, Directorate of Adult Education,
Mr. Sakya, Education Advisor, Unesco Principal Regional Office
Distinguished participants and observers,
Ladies and Gentlemen,

It gives me a great pleasure to say a few words of greeting, on behalf of the Asian Cultural Centre for Unesco, on the occasion of the opening of the Fifth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific, held in this beautiful city of Pune in India.

First of all, I would like to express my deep appreciation to all the distinguished participants, resource persons and observers who have come all the way from both outside and inland of India to participate in this Workshop.

I would also like to express our heartfelt appreciation to the Ministry of Human Resource Development, the Directorate of Adult Education, the State Rsource Centre, Indian Institute of Education, Indian National Commission for cooperation with Unesco and the people concerned for their most generous cooperation for joint organization of the Workshop by making all necessary and thoughtful arrangements.

Our another appreciation goes to Unesco for providing us with technical and financial assistance. We are especially grateful for the kind attendance of Mr. T.M. Sakya, Education Advisor at the Unesco Principal Regional Office for Asia and the Pacific. His guidance is indispensable for making the Workshop fruitful and productive.

The Asian Cultural Centre for Unesco, known as ACCU, aims at making contribution to educational and cultural development in Asia and the Pacific in line with Unesco's pinciples. In order to attain this aim, ACCU has been carrying out various joint programmes in three

major fields, namely literacy, book development and culture, in co-operation with the Unesco Member States in the region and with the support from Unesco. Among those ACCU's programmes, the literacy programme has become the one of high priority in recent years. The launching of APPEAL last February under the guidance of Unesco urged us to work further in this field.

ACCU's literacy programme aims at developing quality materials for neo-literates in co-operation with Unesco and the Unesco Member States in the region.

ACCU's literacy programme consists of three projects. The first one is joint production of prototype materials for neo-literates in collaboration with experts in Unesco Member States in the Region in order to provide those countries with quality prototype materials. These prototype materials are firstly published, in English as master versions, as it is expected to be adopted with necessary modification and to be utilized in the respective Member States after translation and printing in their national languages. ACCU has so far developed 30 kinds of prototype materials and I am very happy to report that 21 kinds among them have been translated into national languages in 9 countries.

The second project is organization of regional workshops for the training of experts on the development of neo-literate materials in Asia and the Pacific in close collaboration with the host countries. Four Regional Workshops have been organized so far in Philippines, Thailand, Indonesia and Japan. Now, it is indeed our utmost pleasure to be able to hold the Fifth Regional Workshop jointly with the Ministry of Human Resource Development of India in this splended city of Pune.

The third project is despatch of teams of experts on literacy materials to national workshop organized by the respective countries to give support to their effort for personnel training in this field. ACCU has so far co-operated in the National Workshops held in Nepal, Indonesia and China.

The characteristic point of this Regional Workshop is that, besides discussing the problems in common in this region, the participants actually experience the production of the neo-literate materials relevant to the needs of the villages nearby Pune. I believe that the profound knowledge and experience of the participants would develop the excellent materials for neo-literates.

We fortunately have participants from Indonesia where the last Regional Workshop was held and also from China where the last National Workshop was held. Their experience would also be introduced and shared in the Workshop.

I understand that India has been exerting much effort in literacy promotion for long time and attained notable achievement. I believe that these experience and accumulated knowledges in India would provide the participants and ACCU with great insights and guidance.

Please allow me to assure you that four staff members of ACCU would make our very best efforts to bring this Workshop to a successful closing under the wonderful collaboration of staff members of the Ministry of Human Resource Development of India and other people concerned.

In closing my address, may I wish a success of the Workshop to be carried out with kind co-operation of the participants and thoughtful guidance of Mr. Sakya.

Thank you very much.

Speech by Mr. V.K. Dhamankar,
Deputy Director,
State Resource Centre for Non-Formal Education,
Pune

Hon'ble Mr. Vice-Chancellor and distinguished guests at this opening ceremony of the 5th Regional Workshop, this morning, I am standing before you to perform a pleasant duty of proposing a vote of thanks.

The ACCU and the Directorate of Adult Education are extremely grateful to you, Mr. Vice-Chancellor for sparing a few moments of your very busy schedule for inaugurating this workshop and rendering a very inspiring advice to us. We are thankful to all the participating countries, viz. China, Indonesia, Nepal, Pakistan, Papua New Guinea, Philippines, Thailand, Viet Nam and India and their National Commissions for Co-operation with UNESCO for nominating their delegates to this workshop. We particularly thank Mr. Sakya, Educational Adviser, Unesco Regional Office and Executive Secretary APPEAL Task Force, in fact a live wire for such conferences, for making it convenient to be amongst us for guiding the proceedings of this workshop.

Mr. Sasaoka, Executive Director of ACCU, Mr. Tajima, Mr. Aoyagi and Ms. Yoko Yano of ACCU deserve all our special thanks for taking lot of pains in making this workshop possible.

The Ministry of HRD of the Govt. of India and Mr. Anil Sinha, Director, Directorate of Adult Education, deserve the thanks of ACCU for accepting its invitation to host this workshop in India.

We are grateful to the distinguished madam Dr. Chitra Naik, Hon. Director, State Resource Centre for Non-formal Education, Maharashtra for rendering all the necessary guidance for conducting this workshop.

We are extremely thankful to the representatives of the Press, the Television and the All India Radio for giving coverage for this workshop.

Last, but not the least, the Resource Persons, Observers, Interpreters, Artists, the staff of the Directorate and SRC, including Mr. Bhakta Priya, deserve our thanks for rendering their valuable assistance to this workshop.